

BUILDING BETTER ENGLISH

DAY ⁶⁴ / DAY



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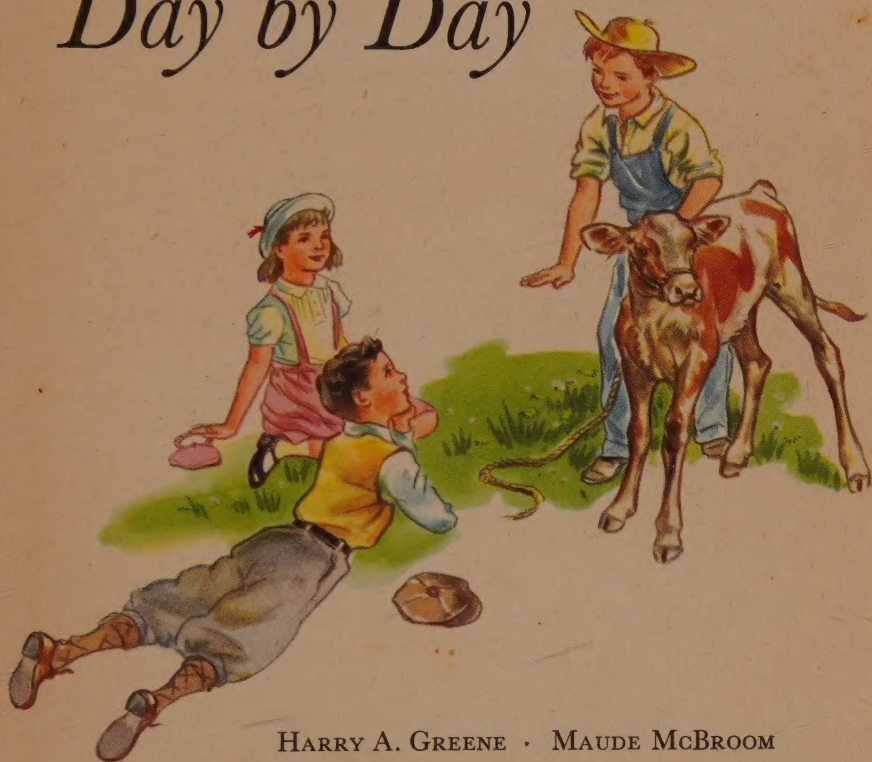
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COLIN ENGLISH
 State Superintendent of Public Instruction

*BUILDING
BETTER ENGLISH
Day by Day*



HARRY A. GREENE • MAUDE MCBROOM
RUTH MOSCRIP • NORMA GILLET

ROW, PETERSON & COMPANY

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PREFACE

MORE discontent has been expressed over the ineffectiveness of instruction in language than over the teaching of any other subject. While many reasons have been given for this ineffectiveness, it is generally agreed that better materials of instruction in language would go far toward bringing about better language usage.

This new series, *Building Better English*, transcends all other language texts with which its authors and publishers are acquainted in three major respects: (1) its readability; (2) its teachability; (3) its adaptability. These three qualities are obviously essential to any usable series of books. They are so obvious that they have too often been taken for granted and, therefore, have not been built into language texts. Too many books have been offered to meet current or passing aspects of language teaching. They have overlooked fundamental qualities.

Readability. A pupil must be able to read a book if he is to work effectively with it. The vocabulary, the phrases, the sentence structure, and the concepts in *Building Better English* have been most carefully worked out. Three-fourths of the words used at a given level are familiar to pupils a year below that level. Another twelve per cent are words common to children at the level in which the book will be most often used. The remaining words, only thirteen per cent, are primarily terms peculiar to language, such as *paragraph* and *colon*, or are words peculiar to a subject being studied, such as *stage* and *dramatization* in the case of presenting a play. These words receive special consideration when they are first used.

Teachability. To be teachable, a book must have two features. First, it must have clarity of presentation and clarity in directions for procedure. No pupil or teacher should ever have to say, "How do we go about this?" Lessons in *Building Better English* were written, tried in the classroom, rewritten, tried again to be sure that no lesson would leave pupil or teacher puzzled. Second, to be teachable, a language text must be rich in suggestions. No pupil should ever have to say, "I don't know what to write or to talk about." *Building Better English* develops lively activities, situations, and discussions, and gives countless suggestions that make a pupil want to express himself. The

numerous illustrations are definitely functional. They suggest topics for oral and for written work. They picture accurately how other boys and girls have carried on activities, and stimulate pupils to creative effort in imaginative fields.

Adaptability. If a pupil can read a book and can understand what he reads, the next essential is that the pupil use the skills that he is learning. *Building Better English* is definitely organized to bring about this use. For example, when a pupil learns how to gather information for a report, he gathers information on a topic that he is actually studying in science, in social science, or in some other subject. Consequently, *Building Better English* is adaptable to any course of study. It is also adaptable in that it leads each pupil to evaluate his own everyday use of language and to concentrate on his particular needs.

Because of this adaptability, *Building Better English* goes far toward eliminating the distressing experience of having a pupil who makes a perfect score on a mastery test immediately abandon in his informal speech and in his writing all the skills that he supposedly has mastered.

These three essential qualities—readability, teachability, adaptability—give to *Building Better English* its outstanding distinction. Other qualities that are most carefully built into this series to provide a thoroughly rounded program include: (1) careful allocation of skills and a progression in difficulty; (2) a complete program of tests with keyed practice; (3) a workable maintenance program; (4) practical help for pupils in competing with their own past performance; (5) practice in reading and in listening for comprehension; (6) emphasis on content of oral and written work and on prevision; (7) a study of words and their meanings; (8) practice in enunciation, in pronunciation, in spelling, and in handwriting; (9) a functional index.

Building Better English Day by Day is designed for the fourth year in a language program. It is built on qualities essential to effective instruction at that level.

THE PUBLISHERS

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(A detailed list of the language activities and experiences in each unit will be found on pages 324-329.)



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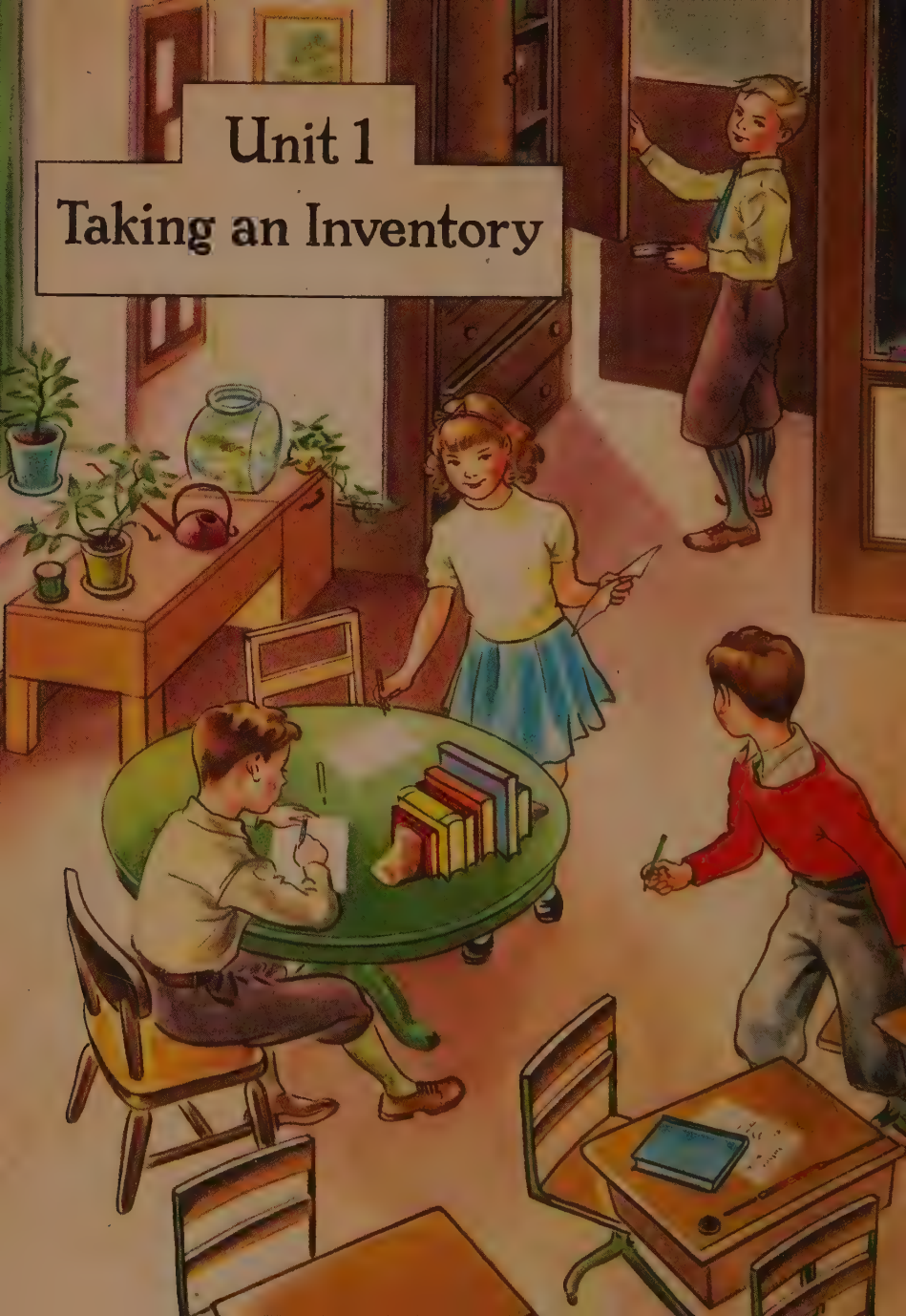
Cover design by DONALD DENTON.

BUILDING BETTER ENGLISH

Day by Day

Unit 1

Taking an Inventory



Taking an Inventory of Your Room

Finding out what is in your room
 (Discussion and writing)

Do you know what the boys and girls in the picture are doing? They are making a list of all the furniture and other things in their schoolroom. Their list of things is an inventory.

How will it help the teacher to have an inventory of the things in her room? Will it help her to see what is needed? Will it help her to keep track of things which may be lost or moved from the room during the year?

What things would you put into an inventory of your room? How many tables are there in the room? How many chairs are there? Do you have an aquarium in your room? Do you have any maps? Do you have a clock? Look carefully around the room.

Tell your teacher what to put into the inventory. She will write the list on the board.

Copy the inventory. You will use it later.



Listing words in a-b-c order . . . (Written)

Below is an inventory of one schoolroom.

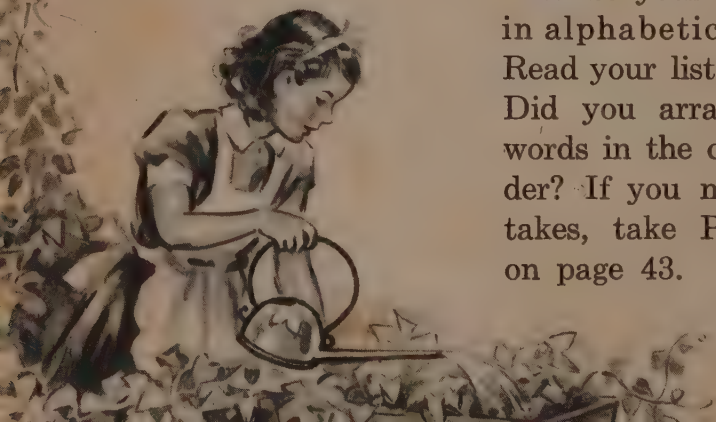
aquarium	1	globe	1
bookcase	1	map	1
chairs		pictures	4
large	1	screen	1
small	24	tables	6
desk	1		

How are the names arranged in the inventory above? The names in an inventory are usually arranged in alphabetical, or a-b-c, order.

Take the paper on which you copied the inventory of your schoolroom. Can you arrange the words in alphabetical order?

Say the alphabet to yourself. As you come to a letter which begins one of the words on your list, write that word on your paper. Which word on your inventory list will come first? Which word begins with a letter near the end of the alphabet?

Write your inventory in alphabetical order. Read your lists in class. Did you arrange your words in the correct order? If you made mistakes, take Practice I on page 43.





Taking an Inventory of Your Activities

Talking about vacation . . . (Conversation)

What interesting things did you do during vacation? Did you raise pets? Did you collect something? Did you put on a play? Did you go to any parties or picnics? Did you have a lemonade stand, or sell papers? Did you see any good movies?

If you live in the country, perhaps you had a garden of your own, or carried water to the men in the fields. Maybe you followed the binder looking for rabbits. You may have learned about the birds which live in your neighborhood. Does the picture above remind you of things you did?

Take an inventory of the summer activities of the class. Make a list of all the things which the boys and girls in your room did during the summer, such as collecting, growing flowers, raising rabbits, selling, or traveling.



Taking an inventory of language activities (Written and oral)

How well do you use language? Can you talk so that others understand you and enjoy listening to you? Can you write an interesting letter? Can you use the telephone?

Without language, you could not carry on many activities. You could not make plans, give directions, talk to others, or read a book. You could not even understand what others say when they talk to you. You could not tell a story, use the telephone, or make a list.

Make a list of the times in which you have used language in your work and play during vacation. Can you tell how the boys and girls in these pictures are using language? Will the following be on your list? What others can you add?

Making a list
Writing letters
Telling a story

Explaining something
Introducing people
Filling in blank forms

Read your lists in class. How many language activities does the class name?

The next lessons in this book will help you take an inventory of your language. Try to find out in each lesson exactly how much you know, and what you have to do to improve.

As you study these lessons, you will find it helpful to keep a record of the points which you want to remember. Can you keep this record in a language folder? You might call your folder, "What I Need to Do in Language."



Using extra activities . (Study with your teacher)

On this page is the first exercise marked with a star (★). Find it. The star is above an exercise that you may do after you have finished your other work. If all pupils work hard, the whole class may do some of the exercises marked with a star.

Find the exercise below that is marked with two stars (★★). Exercises marked with two stars are harder than your other lessons, but you will want to try them when you have time.

At the ends of most of the units you will find "Activities to Plan and Do." These activities may take more than one day to finish. Two or three pupils or the whole class may work together on one activity. The first "Activities to Plan and Do" are on page 42. Find them. Which activity would you enjoy doing?



Write each of the three lists below in alphabetical order. How will you write names of people?

hat	Mary	snow
coat	Helen	rain
shoes	Anne	hail
gloves	Betty	wind



Make an alphabetical list of the birds you know. For how many letters in the alphabet can you find the name of a bird?



Taking an Inventory of Oral Language

Planning a talk (Study)

Think of one of the most interesting things that happened to you during the summer. Plan to tell the boys and girls in your room about it. You might tell about a picnic, or a visit to a circus or a fair. You might give an interesting talk about going fishing or going on a trip. The picture above may help you to think of something to tell about.



Draw a picture to go with your talk. Show the picture as you give your talk.



Giving your talk . (Oral)

Practice your talk. Give it in class when you are ready. If your class is large, there may not be time for everyone to give his talk to the whole class. If your class is divided into groups, you may give your talk to your own group. Once in a while your teacher may let you choose partners and give your talks to each other.

As you listen to the talks which are given, think of these questions:

What interesting talks do I hear?

What do I learn from the talks?

Does your inventory show that you could improve your talks? What do you do well? On what can you make the most improvement?

Setting up standards for oral work (Discussion and writing)

Do you know how to make sure that your listeners will understand and enjoy what you say?

In class make a list of standards which you can use in judging oral work. Your teacher will write the standards on the board. Perhaps you will want to put them on a chart like the one on page 17.

An Inventory of Oral Work

	Good	Fair	Poor
1. Have something worth while to say.	X		
2. Tell the steps in order.	X		
3. Leave out "and-a" and "well-a."	X		
4. Say words clearly and correctly.			X
5. Use good English.		X	
6. Stand well and look at the audience.	X		

The pupils who used the chart above checked themselves as they practiced talks. The marks on the chart show one boy's score. Do you think the boy gave a good talk? What did he do well? On what does he need to practice?

What did your classmates say about the talk which you gave? Would you mark yourself "Good," "Fair," or "Poor" on each of the standards which your class set up?

Make a copy of the class chart. Score yourself on the talk which you gave. Save your copy of the chart to help you remember the points on which you need to work. If you keep your chart of standards in your language folder, you can use it later to see how much you have improved.

Using words correctly . (Study and oral work)

Do you use words correctly? Study the sentences below and choose the right word for each.

1. Polly (isn't, ain't) afraid of snakes.
2. This morning I (saw, seen) an airplane.
3. The girls (is, are) making a chart.
4. (Was, Were) you at the show yesterday?
5. The letter (come, came) last week.
6. The boys (did, done) their work quickly.
7. Billy (knew, knowed) an aviator.
8. The movie (began, begun) at two o'clock.
9. Mary sang her song (good, well).
10. My (mother, mother she) baked a cake.
11. (John and I, Me and John) have skates.

Take turns in class reading the sentences from the book correctly. Make up two sentences like those in the lesson. Your teacher may let you write your sentences on the board for others to read correctly.

Does your inventory show that you need more practice on these words? There is more practice on page 47. Make a list of the words that give you trouble. Keep the list in your folder.



Checking your speech (Oral)

Do you ever have trouble saying the words below? Pronounce them to yourself.

Watch the endings on words like these:

told, left, playing, kept

Say the middle sounds of words clearly:

again, catch, hundred, get

Make the beginnings of words clear:

why, which, when, what, where

Don't run words like these together:

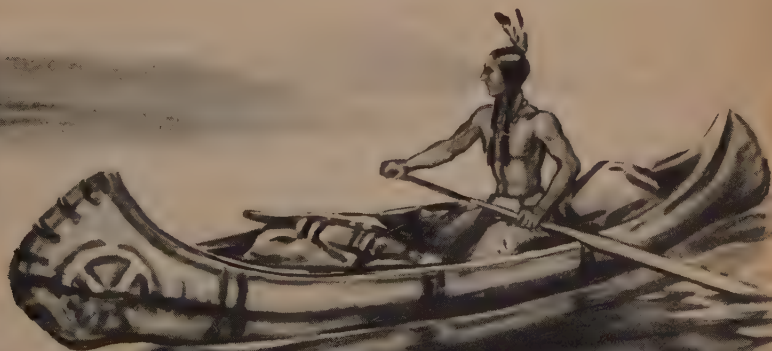
can't you, an apple, going to

Think of sentences in which you use the words in this lesson. Take turns giving your sentences.

Do you have most trouble with the beginnings, the endings, or the middle sounds of words? Practice saying the words that trouble you. Every day you should be taking an inventory of your speech.



Make a list of three good books you have read. Put your list where the other pupils can read it. Does the picture below remind you of a book?





Taking an Inventory of Written Work

Talking about written work . . . (Discussion)

The questions below will help you to take an inventory of your written language. Think of an answer for each question.

1. Does it make any difference whether your paper is smooth and without torn edges? Why? How can you tear paper neatly from a tablet?

2. Why should you have either a title or a heading on every paper?

3. Why should you have straight margins? Should you draw lines for margins? Why not?

4. Why should you leave a space at the bottom of a paper?

5. Why should you space your work so that it will not be crowded?

6. Should you draw lines between answers or draw boxes around arithmetic problems?

7. How does good penmanship improve your papers? If your handwriting is not easy to read, your teacher may ask you to study pages 320-323.



8. How can you correct a paper that is written with a pencil? Why should you be sure that your eraser is clean?

9. How can you make neat corrections if your paper is written in ink? If you made a mistake writing the word *surely*, which of the ways below would you use in correcting your mistake?

a. ~~surly~~ surely c. ^{surely}
~~surly~~

b. surly ~~surly~~ d. (surly) surely

Did you choose *a* and *c*? Both of these ways are correct. You may cross out the wrong word, and write the correct word either above or beside the word. It is usually better to copy your paper if you have made mistakes.

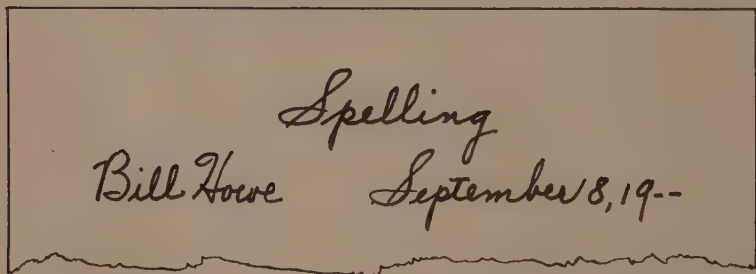
In class, discuss the answers to the questions in this lesson. Make a list of the things that your class needs to remember about written work.

Writing a heading . . . (Discussion and writing)

What kind of heading did you have on the last paper which you handed to your teacher? How does it help your teacher if everyone in your class uses the same kind of heading?

A good heading for a paper on which you are writing a school exercise should give this information: (1) the name of the subject, (2) your name, and (3) the date.

Decide with your teacher what kind of heading your class will use. Where will you write the name of the subject? Where will you write your name and the date? Your teacher will write on the board a model of the heading which your class decides to use. You may decide to use a heading like the one below.



Now write a heading for each of the following lessons. Use the model set up in class. Leave a line between headings.

- | | |
|---------------------|------------------------|
| a. a science test | c. an arithmetic paper |
| b. a reading lesson | d. a geography paper |

Use the following questions to help you check the headings you wrote:

1. Did I place the heading correctly?
2. Did I begin the name of the subject with a capital letter?
3. Did I write my full name correctly?
4. Did I write the date correctly?
5. Did I leave good margins?

Your teacher will let you look at the papers. Do you always write neat, correct headings? You may want to keep a copy of a correct heading in your language folder.

Writing answers to questions . . . (Written)

Write a heading for your paper. The subject is *Language*. Answer in a sentence each of the six questions in the list below. Number your answers.

The names of your school subjects are not written with capital letters when they are used in sentences. If you call your language work *English*, remember that this word always needs a capital.

1. What is your favorite school subject?
2. What subject do you like least?
3. What subject is hardest for you?
4. What can you do to keep up with the class in the subject that is hardest?
5. What game do you like best?
6. What do you like to do after school?

Proofreading a paper . . (Study and discussion)

Always check your paper for mistakes before you hand it in. When you check a paper for mistakes, we say that you *proofread* the paper. Proofread your paper by answering the questions below. Give yourself one point for each question to which you can answer "Yes."

Proofreading a Paper

1. Is my paper neat, smooth, and without torn edges?
2. Did I use a correct heading?
3. Did I leave straight margins?
4. Did I indent each number and put a period after it?
5. Did I spell every word correctly?
6. Did I give a complete thought in each sentence?
7. Did I begin each sentence with a capital and put the correct mark at the end?
8. Did I set out the second line of sentences that took more than one line?

A perfect score is 8. What is your score?

Write your score neatly in the lower right-hand corner of your paper. In class, discuss the mistakes which were made. Make a list of the points on which the whole class needs to work. Do you want a copy of this list in your folder?

Writing a list (Study)

Sometimes when you are writing a list or answering questions in reading or arithmetic, you do not write sentences. You may write just a word or two. The words in a list should be written neatly and spelled correctly. The first five questions on page 24 will help you proofread any paper on which you write short answers or a list.

Find a paper on which you have written words in a list. Proofread the list by the first five questions on page 24. Do you write short answers neatly?



Use the following words in making a list of signs of fall: golden, gray, crisp, foggy, southward, deserted, twilight, threatening, leafless.



Checking sentences . . . (Written and oral)

Below are the answers which Henry wrote to the questions at the bottom of page 23. Look at the questions and then read Henry's answers.

1. My favorite subject is reading.
2. Spelling is not interesting to me.
3. Arithmetic.
4. Do my best to keep up.
5. I like to play ball.
6. I like to swim it is fun to dive.

One of the most important things that you have learned is to know a sentence.

Pick out the sentences which Henry wrote. What is the mistake in the answer to question 3? Make a sentence to answer this question. What is wrong with answer 4? How can you correct this answer? Henry's sixth answer is a run-on sentence. How many sentences did he write in answer 6? Where should the second sentence in number 6 begin?

Do you ever make the mistake of giving just part of a thought when you are asked to answer in a sentence? Do you ever write run-on sentences? The practice on the next page will help you to correct these mistakes.



Write a heading for a language lesson. Write a sentence using each group of words given below. Your first sentence might be:

I think baseball is a good game.

- | | |
|----------------|------------------------|
| 1. a good game | 3. a birthday cake |
| 2. do a trick | 4. better than skating |

Now decide how you would correct the sentences in the list below. Write these sentences correctly below the other sentences that you wrote.

5. Walter is a good pitcher he can throw a curve

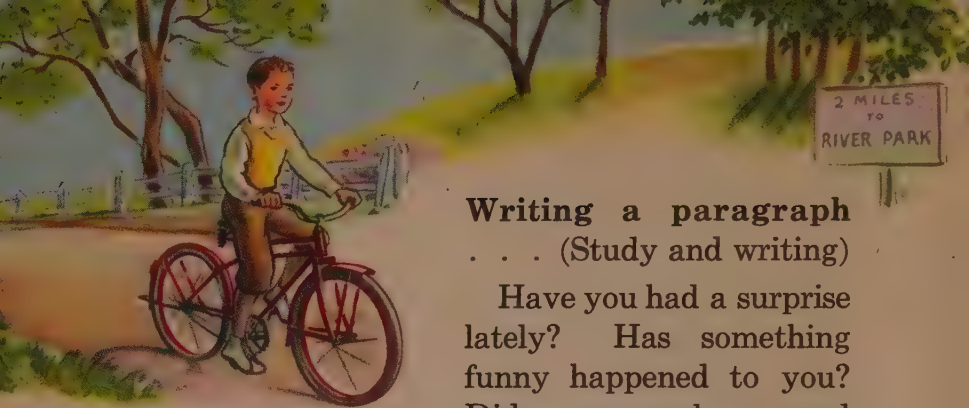
6. have you seen a live crab we have one at school

Proofread your sentences by the points on page 24. Your teacher may let you write your sentences on the board. Others will check your work.

Perhaps your teacher keeps a list of the sentence mistakes from your own papers. Whenever your teacher gives you practice on your mistakes, work to correct them instead of doing the exercises in the book.

Are all your papers as correct as the papers you write for language?





Writing a paragraph

. . . (Study and writing)

Have you had a surprise lately? Has something funny happened to you?

Did someone play a good joke on you? Have you been to a party or to a picnic? Do you have a new toy or a pet?

Think of something interesting that has happened to you. The pictures on pages 11-15 may give you some ideas. Plan a paragraph telling the story.

Think of a title for your paragraph. When you write a story, a report, or any other written work that has a special title, your teacher may not want you to write a complete heading. You may write the title in the middle of the first line and leave a space below the title. Then write your full name below your work. The paragraph on page 39 is written in this way.

Write the title and the paragraph.

Proofreading a paragraph

. (Study and oral work)

The questions on the next page will help you to proofread a title and a paragraph. Proofread your story. You should be able to answer "Yes" to every question.

Proofreading a Title

1. Is the title written in the middle of the first line?
2. Are the first and important words in the title written with capital letters?
3. Is the title written without punctuation at the end?
4. Is there a space below the title?

Proofreading a Paragraph

1. Does each sentence in the paragraph tell something about the topic?
2. Does each sentence tell a complete thought?
3. Does each sentence begin and end correctly?
4. Is every word spelled correctly?
5. Are the margins good?
6. Is the first word indented?
7. Are the lines in the paragraph filled?

Correct any mistakes you find before you give your paper to your teacher. Does your inventory show that you can write a good paragraph? Do you need Practice IV on page 44?

You will enjoy reading your paragraph to other pupils in class. Listen for interesting stories.

Taking an Inventory of Your Spelling

Finding your spelling score
 (Discussion and writing)

Do you know how to spell all the words that you use in writing? Which of the following ways do you use to check your spelling?

1. Ask your teacher how to spell the word.
2. Look in your textbook for the spelling of words in studies like geography or science.
3. Find the correct spelling in the dictionary.

There may be certain words which you have to write often. You will save time if you learn to spell them so that you won't have to look them up. For example, every time you write the date, you must spell the name of a month. The names of the months are given below.

January	April	July	October
February	May	August	November
March	June	September	December

You often have to write the names of the days of the week. They are given below.

Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday

Can you spell the names of these holidays?

Halloween Thanksgiving Christmas Easter

Your teacher will give you a spelling test on the following: (1) the names of the months, (2) the names of the days of the week, (3) the names of the four holidays listed on page 30.

After the test, check your paper with the names in the book.

It is a good idea to keep a list of words which you miss in spelling or in your other studies. You might keep your list in your language folder.

Studying spelling . . . (Study with your teacher)

Did you make any mistakes on your spelling test? Take time now to learn to spell the words you missed. The steps given below will show you one way to learn your spelling.

Learning How to Spell

1. Look at the word. Pronounce it to yourself. Say the parts of the word clearly.

2. Shut your eyes and try to remember exactly how the word looks. Spell it to yourself. Look at your book to see if you spelled the word right.

3. Write the word without looking at your book. Check the spelling with your book. Do this three times.

If you can spell a word right three times without looking at a copy, you may say that you have learned it. If you make any mistakes in spelling a word, go through all the steps again.



Taking an Inventory of Courtesies

Talking about courtesies
 (Discussion and writing)

What have you learned about being courteous at home and at school? Decide what you would do and say at each of the following times:

1. When you are talking with someone
2. When you are using the telephone
3. When your mother asks you to do something for her

4. When you are looking at the bulletin board or at pictures
5. When your dad calls you from play
6. When you are chosen to be the leader in a game
7. When you greet guests at the door
8. When someone asks to borrow your toys or a book
9. When you wish to borrow a book

In class, discuss the courtesies needed at each time listed above.

Write four courtesy rules which you yourself need most to remember. Keep your copy of these standards in your folder. See how much improvement you can make in being courteous.



Find a funny poem. Practice until you can read it well. Read it to the class.



Taking an Inventory of Letter Writing

Writing a letter (Written)

Think of someone who would like to get a letter from you. Can you tell some school news? What good times have you had at school? Have you learned to play a new game lately? What home news can you tell? Have you taken a trip? Do you have a hobby about which you can tell?

Plan your letter carefully. Then write it.

Checking your letter (Study)

Now check your letter. Use the questions below.

Checking a Letter

1. Will my letter be interesting to the person to whom I am writing?

2. Is the whole letter neat, attractive, and easy to read?

3. Have I remembered each of these parts in my letter: (1) the heading, (2) the greeting, (3) the body, (4) the closing, and (5) the signature?

4. Did I place the parts of the letter correctly on the page?

5. Did I use capital letters where they are needed?

6. Did I punctuate correctly?

Below is a pattern of a letter. This pattern will show you where the parts of a letter should be placed on a page. You can use this pattern for all friendly letters that you write.

<u>Greeting</u> _____ , _____ _____	<u>Heading</u> _____ of _____ , _____ <u>Letter</u> _____ , _____
<u>Body</u> _____ of _____ <u>Letter</u> _____ _____	
<u>Closing</u> _____ , <u>Signature</u> _____	

Correct any errors in your own letter before you send it.



Use your dictionary to answer these questions:

Can a cathedral swim?

Is broccoli good to eat?

Should children play with a saber?

Tell the other pupils what you found out.

Writing headings of letters

. (Study with your teacher)

Do you know exactly how to write a correct heading for your own letters?

If you live in a small town or in the country, you may not have a street address. The headings in your letters may look like the ones below.

Oxford, Idaho
May 1, 19--

Liberty, Mississippi
June 2, 19--

If you live in the country and get your letters by rural delivery, the headings in your letters may look like those below. The abbreviation *R.R.* stands for "Rural Route." Notice the periods after the letters in the abbreviation *R.R.*

R.R. 3
Jamestown, Arkansas
December 24, 19--

Box 25
Nile, New York
October 4, 19--

If you live in a large town or in a city, you will have a street address. Then the heading of your letter may be like these:

456 Mason Avenue
Springfield, Ohio
October 4, 19--

360 South Boulevard
Davenport, Iowa
November 1, 19--





Study the headings given on page 36. How many lines are there in the heading? What information is given on each line? Where are capital letters used? What punctuation marks are used?

Notice that the second and third lines in each heading begin directly below the beginning of the first line in the heading. We say a heading is blocked when all the lines begin exactly the same distance from the left margin.

How are words like *street*, *avenue*, *boulevard*, or *highway* written when they are part of a name? How are these words always written in the headings of letters?

Decide with your teacher exactly what heading you will use on your own letters. Did you have the correct heading on the letter you wrote? Is there a practice on page 45 which will help you to write headings correctly?

You may want to keep a copy of a correct heading for your own letters. Where can you keep your copy?

Dictation Exercise I

Every few weeks you will have a dictation test. You will always have a chance to study and practice the test before you take it.

The teacher will read the test to you slowly. You will write it without looking at your book.

A perfect dictation exercise is a sign of good work in language. The first dictation exercise is on the next page.

Notice where capital letters are used in the exercise. Why are commas used in the second sentence? Do you remember that commas are needed to separate the words in a list or series? Notice the comma in the fifth sentence. What mark comes after the last sentence?



A Runaway

Away went the calf. Away
went Billy, Mary, and Dick
after the calf. All at once Dick
stubbed his toe. Down he
went. When he got up, the
calf and the children
were out of sight. Where
had they gone?

(your name)

Does your dictation exercise show that you need
any of the practice on pages 43-47?





How Much Have You Grown?

How much taller are you than you were a year ago? How much more do you weigh? Do you know many things which you did not know a year ago? Since school began in the fall, you have grown in many ways. Do you read better? Do you get along with the other boys and girls better?

In the first unit of this book you have been measuring yourself to see what you already know about speaking and writing. The questions below will help you to decide how you are improving. Study the questions. Be ready to discuss them with your teacher.

1. In what ways does all the written work which you hand in look better than it did at the beginning of the year?

2. How often do you proofread your written work by the questions on page 24?

3. What ways have you learned for making others like to listen as you give a talk?

4. In what ways have you improved your speech? Do you say correctly such words as *playing*, *hundred*, *can't you*?

5. What ways do you use to be sure that your spelling is correct?

6. In what way has your class become more courteous since the beginning of the year? In what ways have you yourself grown in courtesy?

7. Look through the materials which you put in your language folder. Are there points on which you have improved so that you do not need to keep them in mind any longer? Have you noticed any other points on which you need to work? Put these new points in your language folder.

You may decide to keep your language folder throughout the year to see how much you have improved by the end of the year.

Activities to Plan and Do

1. Plan an exhibit of good papers which children in your room have written. Take papers from all subjects. Let a committee put up the papers. You might invite someone to see your exhibit.

2. Discuss with your teacher ways in which the pupils can help in your room. Choose a pupil or a committee to take care of such duties as checking books, cleaning erasers, reporting absences, caring for plants, or greeting guests. Make a list of the duties and of the pupils who will do them.

3. Start to collect materials for a bulletin board for Armistice Day, Columbus Day, or Halloween. Can you find pictures? Can you write stories? Perhaps you can make a list of stories or poems. Does the illustration below give you any ideas?



Practice and Review Exercises

The lessons which follow will give you help on language skills which are hard for you. Perhaps your inventory has already shown you that you need some of these exercises.

The practice exercises give you help on one skill at a time. Each review exercise gives you practice in using several language skills.

Look through the lessons which follow. Your teacher will help you to find the ones which you need. Perhaps you will want to do them even if you have made few mistakes lately.

Practice I—Making Alphabetical Lists

Arrange the words in each column in alphabetical order. After you have finished, arrange all the eighteen words in one alphabetical list. Compare your lists with someone else's lists.

bird	apple	pocket
saddle	ton	watch
race	maid	friend
church	goat	orange
lemon	daisy	ear
hand	ice	king

Practice II—Writing Headings for Papers

Write a heading for a geography paper. Skip a line. Write a heading for an arithmetic paper. Skip a line. Write a heading for a spelling paper.

Practice III—Correcting Run-on Sentences

Decide how you will correct the run-on sentences below. Write them correctly.

1. the calf was fond of Bill it even tried to follow him into the house

2. turtles make good pets to study and do you like snakes

3. our play will be given Thursday it is about winter birds

Practice IV—Writing a Paragraph

Write the following title correctly. Then write the sentences correctly in one paragraph.

our new song

we learned a new song today

I sang it to my mother, my daddy, and my brother

mother had learned the song when she was a little girl like me

Practice V—Choosing and Making Sentences

Find the sentences in the groups of words below. Copy the sentences correctly on your paper. Then write a sentence for each sentence fragment.

1. dogs are faithful to their masters

2. hiding under the front porch

3. Jack found a turtle with a green shell

4. and wobbly legs

Practice VI—Writing Names of Streets

Write correctly the names of these streets and highways:

linn street	state street	ridge highway
randall road	marmon avenue	first avenue
lincoln highway	park road	high street

Practice VII—Writing Names of Months and Days

Find in the list below all the names of months. Copy them. Next copy the days of the week. Then copy the names of holidays. Be sure to write the names correctly.

December	Halloween	Thursday	February
Christmas	Wednesday	Easter	September
Friday	January	April	Tuesday
June	Thanksgiving	Sunday	August

Practice VIII—Writing Headings for Letters

Below are four headings which might be used in letters. Copy them, making them correct. Block each heading neatly.

r r 2
parsons virginia
june 2 19--

1236 belden avenue
morton indiana
october 19 19--

62 first avenue
seattle washington
may 31 19--

rochester road
carson nevada
september 22 19--

Practice IX—Writing Titles

Copy these titles correctly:

a trip to the country
how to make a kite
classroom courtesies

Review A—Using Capital Letters

Copy the sentences below, putting capitals where they belong. Be ready to tell your teacher why you use each capital letter.

1. our baby can walk.
2. i go to the lincoln school.
3. my teacher is carol winters.
4. my home is in kearney, nebraska.
5. do you live on park road?
6. is your birthday in july?
7. i go to church on sunday.
8. my favorite holiday is christmas.

Review B—Writing Sentences

Copy the sentences below, putting in the right punctuation. What do you do with a sentence that is too long for one line?

1. Are you coming to play with me
2. My home is in Glendale California
3. Last summer we took a trip to the lake
4. Lincoln was born February 12 1807 in a
log cabin

Review C—Using Words Correctly

Choose the correct word in each sentence below. Number your paper. Write the words in a list.

1. My uncle (come, came) to visit us.
2. The boys (is, are) building a fort.
3. John (knew, knowed) how to row a boat.
4. The pupils read the story (good, well).
5. (Were, Was) you at school yesterday?
6. I (seen, saw) a bear in the woods.
7. The girls (did, done) the work quickly.
8. The program (began, begun) promptly.
9. My (dad he, dad) can fly an airplane.
10. This (ain't, isn't) a true story.
11. (Me and Paul, Paul and I) wrote a play.

Review D—Correcting Sentences

In the exercise below, there are mistakes in (1) using capital letters, (2) in using punctuation marks, (3) in spelling, and (4) in sentences. The number after each group of words tells how many mistakes there are in that line. Write the sentences correctly.

1. Too children went to visit their aunt. (1)
2. Do you no where the party will be (2)
3. We went to chicago on our vacation (2)
4. Isnt it your turn to right the words (3)
5. Billy has a puppy it is black (3)
6. There isn't anything. You have to by. (3)
7. Some indians live in houses (2)

Unit 2

Enjoying Poetry



Reading Poems

Reading poems with your teacher
 (Conversation and listening)

If you could buy any pet you wanted, do you know what you would buy? Perhaps you would feel as Rachel Field does in the poem below. Listen as your teacher reads the poem to you.

The Animal Store

If I had a hundred dollars to spend,
Or maybe a little bit more,
I'd hurry as fast as my legs would go
Straight to the animal store.

I wouldn't say "How much for this or that?
What kind of dog is he?"
I'd buy as many as rolled an eye
Or wagged a tail at me.

I'd take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
For to be my very own.

I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
Or maybe a little bit more.

Rachel Field

Do you think the author of this poem liked pets? Would you want as many kinds of dogs as Rachel Field does? Would you like to buy a monkey or a parrot?

Which stanza of the poem do you like best? Study it until you can read it well.

Choose four pupils, one for each stanza. Then choose another pupil to tell the name and the author of the poem. The five pupils can stand in front of the class and read the poem clearly. Try to show the boys and girls who are listening how much you enjoy pets.

Groups of pupils may take turns reading the poem.

Here is another poem by a writer who loves dogs. As you listen to the following poem, try to picture in your mind what Tammy looks like.

Tammy

Tammy's not pretty.
His eyes don't match,
And under his chin
There's a yellow patch

Of hair; and one of his ears
Is scarred
Where the neighbor's cat
Clawed him too hard.



But he can turn somersaults,
And play dead,
And he *almost* learned
To stand on his head.

He'd never win
A dog-show prize,
But he's a wonder
For his size;

And I wouldn't trade Tammy
For a pedigreed pup,
Whose eyes were straight,
And whose ears stood up!

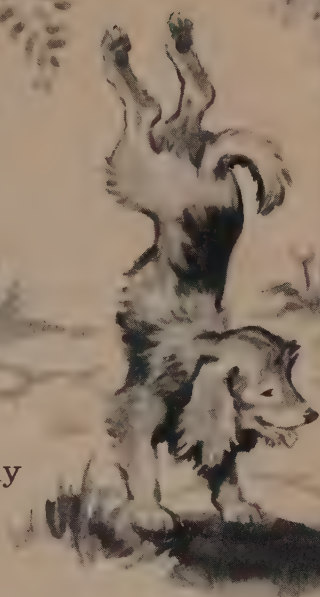
Norma Gillett

Would you like to have Tammy for a dog?

The poem about Tammy is easy to read. Practice reading it to yourself. Do you see that the thought of the first stanza runs into the second stanza? Read it as if it were written this way:

Tammy's not pretty. His eyes don't match, and under his chin there's a yellow patch of hair; and one of his ears is scarred where the neighbor's cat clawed him too hard.

Whenever you read a poem, think of what the poem means. Read it by thought, not by lines.



Reading aloud together . (Oral)

Listen as the next poem is read to you.
Do you know anybody like Charlie Chipmunk?

Little Charlie Chipmunk

(All) Little Charlie Chipmunk was a talker.
Mercy me!

(Group 1) He chattered after breakfast and he
chattered after tea!

(Group 2) He chattered to his father and he
chattered to his mother!

(Group 3) He chattered to his sister and he
chattered to his brother!

(Group 4) He chattered till his family was
almost driven wild!

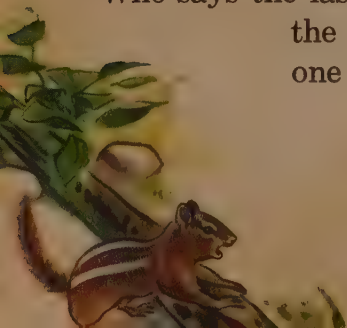
(All) Oh, little Charlie Chipmunk was a
very tiresome child!

Helen Cowles LeCron

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This is a good poem to read aloud in groups.
Divide your class into four groups. Everyone will
say the first line. What will *Group 1* say? What
will each of the other groups say?

Who says the last line? Try to say
the lines as though just
one voice were speaking.



Illustrating a poem . . . (Study and drawing)

As you hear the next poem, try to see the picture that each stanza makes.

Cat



The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
And stretches her lip.
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

Mary Britton Miller

If you close your eyes as you listen to a poem, it will often help you to enjoy the poem. You can feel the rhythm and appreciate the sound of the words. You can keep your mind on the poem, and see the pictures which the author is describing. Listen as your teacher reads the poem on page 53 again. What pictures does the poem suggest?

Perhaps your teacher will let you take turns reading the stanzas. Notice how the thought of the poem often runs from one line into the next, as: "Then she gets up and stands on four long stiff legs and yawns some more." Be sure that you can read your stanza well. Make the other pupils see the pictures in the poem.

Which stanza in the poem makes the best picture in your mind? Perhaps you would like to draw a picture to go with your favorite stanza in this poem. Drawing pictures to go with a poem is called *illustrating* the poem.

In the first stanza, is the cat lying down? Have you seen a cat stretch its front feet way out and dig its claws into the rug? Have you seen a cat spread its claws and yawn? Think of a good picture to illustrate the first stanza.



Have you seen a cat do what the second stanza says? When she first gets up, does she arch her back? What does she do? Will her claws be out?

Can you remember how a cat's mouth looks when she yawns? In the third stanza, do you understand what the author means when she says "Her slice of a tongue"?

The fourth stanza is easy to illustrate. Do you think her claws are out if she has "delicate toes"?

Haven't you often seen a cat walk off waving her tail in the air? That would be a good picture to draw, too.

Choose a stanza that you like very much. Draw a picture to illustrate it.

Take turns showing your pictures in class. Let the class guess which stanza you have illustrated. As soon as the class guesses, read your stanza aloud to the class.

Your teacher will appoint a committee to choose a good picture for each stanza. These pictures may be posted on the bulletin board.



Writing Poems

Learning to copy a poem . (Study and writing)

Sometimes you like a poem so well that you want to copy it. Can you copy the poem below?

My Pony

My pony can gallop
And gallop all day.
He loves to go cantering
Off and away.

He noses my pocket
For sugar and bread,
But sometimes I bring him
A carrot, instead.

Norma Gillett

Notice that the title is written as the title of a story is written. There is a space below the title.

How many stanzas are there in the poem? Did you notice the space between the two stanzas?

How many lines are there in each stanza? Do you see that each line of poetry begins a new line? Each line of poetry begins with a capital letter.

Find three periods in this poem. Find two commas. Be careful to copy the punctuation exactly as it is written in the poem.

Whenever you copy a poem, be sure to give the name of the author. It is well to give the name of the book from which the poem was taken. It is



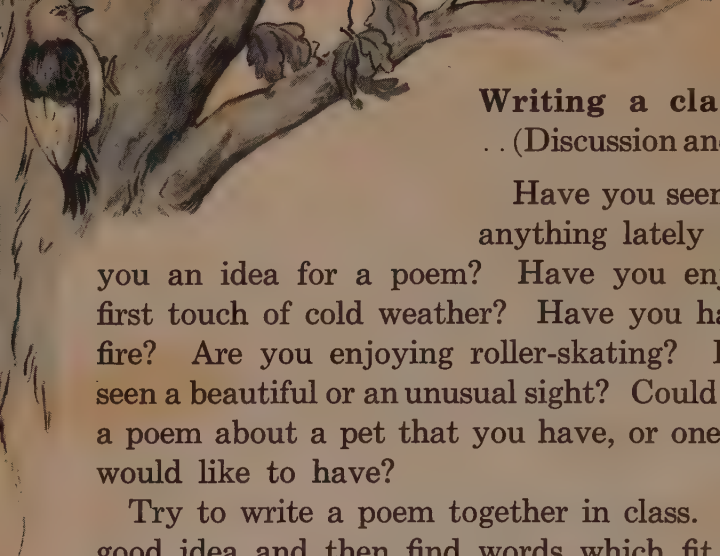
never right to copy anything without giving credit to the person who wrote it.

Now copy the poem, "My Pony."

Look over your poem carefully. Can you answer "Yes" to each question below?

Copying a Poem

1. Did I write the title correctly?
2. Did I leave a space below the title?
3. Did I begin each line of the poem with a capital letter?
4. Did I begin each line of the poem on a new line?
5. Did I copy the punctuation correctly?
6. Did I leave a space between stanzas?
7. Did I copy the name of the author?



Writing a class poem

.. (Discussion and writing)

Have you seen or heard anything lately that gave you an idea for a poem? Have you enjoyed the first touch of cold weather? Have you had a bonfire? Are you enjoying roller-skating? Have you seen a beautiful or an unusual sight? Could you write a poem about a pet that you have, or one that you would like to have?

Try to write a poem together in class. Choose a good idea and then find words which fit the idea. The following beginnings may help you:

My cat has fur as soft as silk.
Her coat is sleek and clean.
Her paws ——— ——— ———
Her eyes ——— ———

—————
Woodpecker sent a telegram.
I heard the tapping sound.

———— ——— ——— ———
———— ——— ———

—————
Red flames, blue flames,
Green flames, and gold
Bonfires ———

———— ———

Say the lines until you are sure of the rhythm and feeling. Will you want a rhyme word at the end of the poem? What sound must it have?

Take turns suggesting lines which will finish your poem. Choose lines that end the poem well. Make a copy of the class poem to take home.

Writing your own poem (Written)

Could you write a poem by yourself? Perhaps you can write a poem about something you wish.

An eight-year-old girl wrote the poem below.

What I Wish

I wish I were a little cat
With eyes so very bright;
I'd never eat a mouse or bird,
Or prowl around at night.

I'd like to sit on cushioned chairs,
And have my mistress pet me;
I'd cuddle down and purr to her,
As long as she would let me.

Margaret Burdick

Try to write a poem.
It may be just a short
one. Copy your poem
neatly and correctly.
Bring your poem to
class. Take turns read-
ing your poems.





Learning a Poem

Memorizing a poem . (Study with your teacher)

Can you think of someone who would like to hear you say one of the poems that you have read and enjoyed? Do you know how to learn a poem quickly and well? The steps below will help you.

Learning a Poem

1. Read the whole poem through several times.
2. Think what the poem means.
3. Look away, and see how much of the poem you can say. Don't look at the poem unless you have to.
4. Try saying the whole poem through until you are sure that you know it.
5. Say the poem aloud often so that you will not forget it.

Now choose one of the poems in this unit, or some other poem you would like to know by heart. Perhaps your teacher has a list of poems which pupils in your class may memorize.

Having a Poetry Day

Planning and giving a poetry program
 (Discussion and oral work)

Wouldn't it be fun to have a Poetry Day? What kind of program could you have? Could you read poems? Could you say a poem that you have memorized?

Would you like to show some of the illustrations which you made for poems?

The poems that the pupils made could be read for your Poetry Day.

Plan and give a poetry program.

You do not need to use the poems in this book for your program. Choose your favorite poems wherever you find them.

You may find poems you like in the books below.

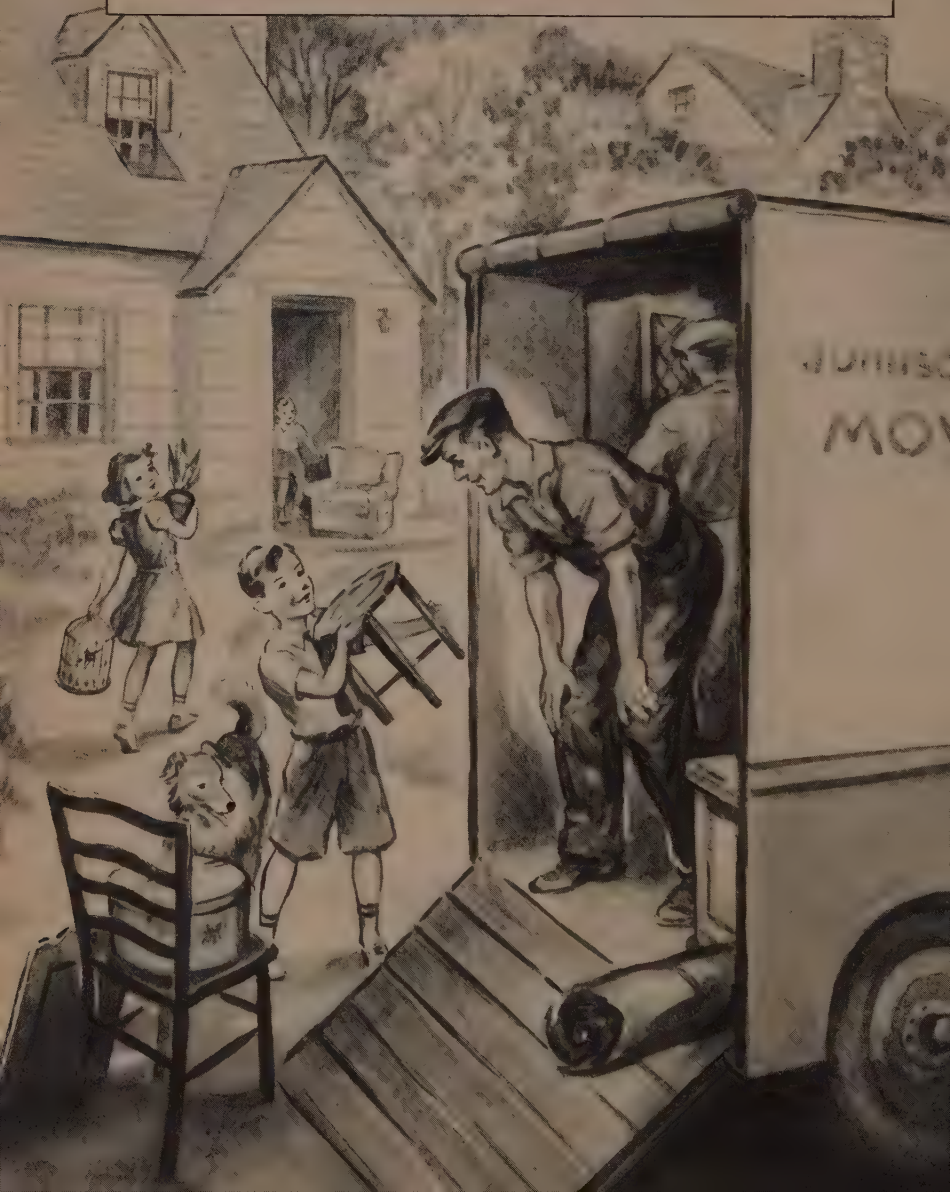
Books of Poetry

<i>One Hundred Best Poems</i>	Marjorie Barrows
<i>Fairies and Chimneys . . .</i>	Rose Fyleman
<i>Under the Tree</i>	E. M. Roberts
<i>My Poetry Book</i>	Huffard, Carlisle, and Ferris



Unit 3

Making and Keeping Friends





Talking with Your Friends

Making new friends
. (Conversation and oral work)

What new friends have you made this year? Are there boys and girls who have come to your school for the first time? Do you have any new neighbors? What can you do to be pleasant to boys and girls who are strangers?

As you try to make a new friend feel at home, what will you talk about? What might a new friend be interested in? Can you start a conversation about one of these: school, games, pets, movies, radio programs, or your friend's old home?

How can you be careful not to hurt a friend's feelings? Will you ever make fun of him or of his clothes?

Your friend will want to know about you, too. What might you tell about yourself? Will you brag about your clothes or your toys? How much of the talking will you do?

Do you remember how to introduce a friend to your teacher and to the other classmates? You will say:

“Miss (your teacher's name), this is my friend, (your friend's name).”

Remember to say your teacher's name first. Then say your friend's name.

When you introduce a boy to a girl, say the girl's name first. You may say:

“Helen, this is my friend, Jack Bennett.”

“Jack, this is Helen Burt.”

Remember to say the girl's name first.

Perhaps your teacher will let you choose partners and show how you would do each of the things listed below. Plan carefully what you would say.

1. Start a conversation with a boy who has just moved to your neighborhood.

2. Tell your friend something about yourself without bragging.

3. Introduce your friend to your teacher.

4. Introduce a friend to a classmate.



Talking with your family
 (Writing and discussion)

Harold's day at school had not been pleasant. He had not been chosen for the part he wanted in the play. Someone had knocked over his bicycle and broken the light. He had lost the nickel he was supposed to bring for paints.

As soon as the family sat down to eat at night, Harold started telling his troubles. No one else had a chance to talk at all.

"Didn't anything pleasant happen that you could tell about?" asked his father. "We really don't enjoy all this unpleasant talk at meal-time."

What do you talk about at home? Do you tell only the pleasant things which have happened?

Make a list of pleasant topics about which you might talk with your family tonight. Discuss your lists in class. See if the other pupils can give you suggestions for home conversations.

Report to the class later how your family enjoyed your school news.



Visiting Your Friends

Being courteous in a friend's home
. (Conversation)

In what ways can you be courteous in a friend's home? Talk with your classmates about the questions in this lesson.

How often should you go to a friend's home? Should you ever play away from home without permission? Why should your parents always know where you are?

Why is it impolite to visit a friend's house during meal-time? Should you ever stay at a friend's house for a meal? When might it be all right to stay?

Why should you always be sure that it is all right to play with things which belong to a friend? Why should you see that everything is in order before you leave?

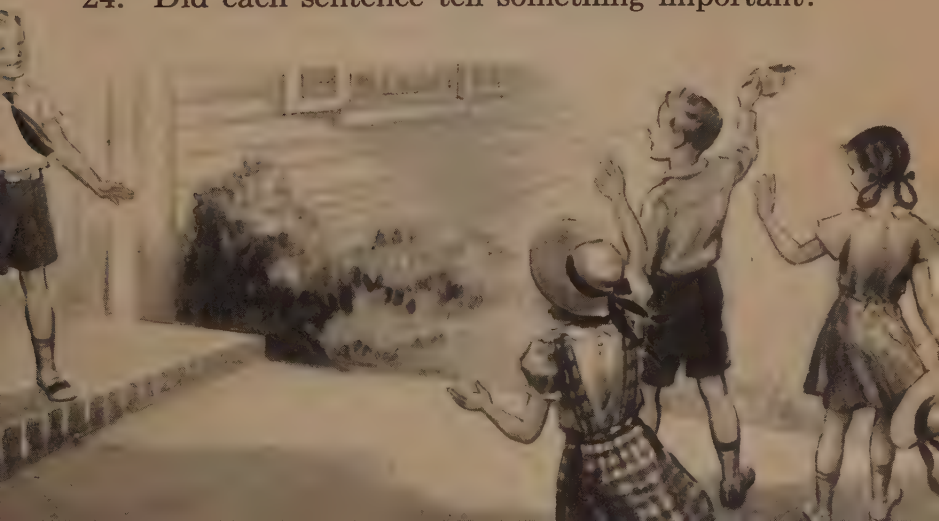
Do you ever go to parties? How do you think boys and girls should act at parties? Why should you join in the games that are planned for you, even if you do not like the games very well? Why is it rude to make remarks about the food? What do you think about playing roughly at a party? Think of some things which you might say to thank a person who has given a party.

Writing courtesies about visiting . . . (Written)

Write three sentences telling courtesies you should remember when playing at a friend's home.

Write two sentences telling courtesies you should remember at parties.

Proofread your sentences by the points on page 24. Did each sentence tell something important?



Using words correctly . . (Study and oral work)

Have you used sentences like these lately?

I **ate** a candy bar.

I **have eaten** cookies like this before.

Notice that **ate** is used alone.

Eaten needs a helper, such as **have, has, had, is, was, or were**.

It is never correct to say *et*.

Study the questions below. Then plan a sentence to answer each question. Use **ate** or **have eaten** in each sentence.

1. What kind of ice cream have you eaten?
2. What did you eat for breakfast?
3. What kind of candy have you eaten lately?
4. What have you eaten that you liked?
5. What did you eat at the party?

Think of two questions to ask the other pupils about things they have eaten.

Take turns in class asking and answering your questions, and those in the book.

There is more practice on **ate** and **have eaten** on page 94.



Telling Your Friends Where You Live

Giving an explanation. . . . (Study and writing)

Do your friends know where you live? You may have a new friend who has not visited your house. Could you tell that friend how to get to your house?

Jane had a party and invited all the pupils in her room. This is the way she told them how to get to her home:

I live at 421 West Walnut Street. To get to my home from here, you go west on Elm Avenue to First Street. Then you turn south and walk three blocks on First Street. Turn west on Walnut Street until you come to 421, and there you are, at my home.

Billy lives in the country. This is the way he told his classmates how to reach his home:

To get to my house from here, you drive west on the Center Street Highway. Follow this main highway for a mile. Turn north at the first crossroad by the filling station. I live in the second house on the right side of the road. Look for the yellow house with a stone fence in front of it.

Do you think that the pupils would be able to find Jane's house? Would it be easy to find Billy's?

Plan a paragraph explaining how to go from your schoolhouse to your home. Remember to use capital letters in the names of streets and highways.

Using words correctly. . (Study and oral work)

When you were explaining where you live, were you careful to use words correctly?

Read the following sentences:

The highway **doesn't** go past my home.

Mary **doesn't** live near me.

Do you use **doesn't** correctly? **Doesn't** means "does not."

Don't means "do not." Would you ever say "It do not" or "Mary do not" or "he do not"? When we speak of one person or thing, we use **doesn't**.

Study the sentences below. Decide whether you would use **doesn't** or **don't** in each blank.

1. It ——— seem far to Jane's house.
2. If it ——— rain, we can take a hike.
3. Bill ——— go home for lunch.
4. Three pupils ——— live in town.
5. ——— Mary ever ride to school?

Now think of sentences using each of the groups of words below.

- | | |
|---------------------|------------------|
| 1. it doesn't | 4. he doesn't |
| 2. the rain doesn't | 5. Alice doesn't |
| 3. a pencil doesn't | 6. we don't |

Take part of your class time to read aloud the sentences above. Give those you made up, too. Were all your sentences correct? Do you need Practice V on page 95?

Using contractions. (Study, writing, and oral work)

Find the words **doesn't** and **don't** on page 71.

The word **doesn't** is a shortened form of the words "does not." The word **don't** is a shortened form of the words "do not." Shortened forms like **don't** and **doesn't** are called *contractions*. In contractions words are shortened by leaving out letters.

One or more letters are left out of each contraction below. What letters have been left out?

doesn't (does not)	I'm (I am)
she'll (she will)	can't (cannot)
we're (we are)	it's (it is)

An apostrophe (') is always used in a contraction to show that a letter or letters have been left out. Find the apostrophes in the contractions above.

✓ Read the contractions below. For what words do these contractions stand? Write the words.

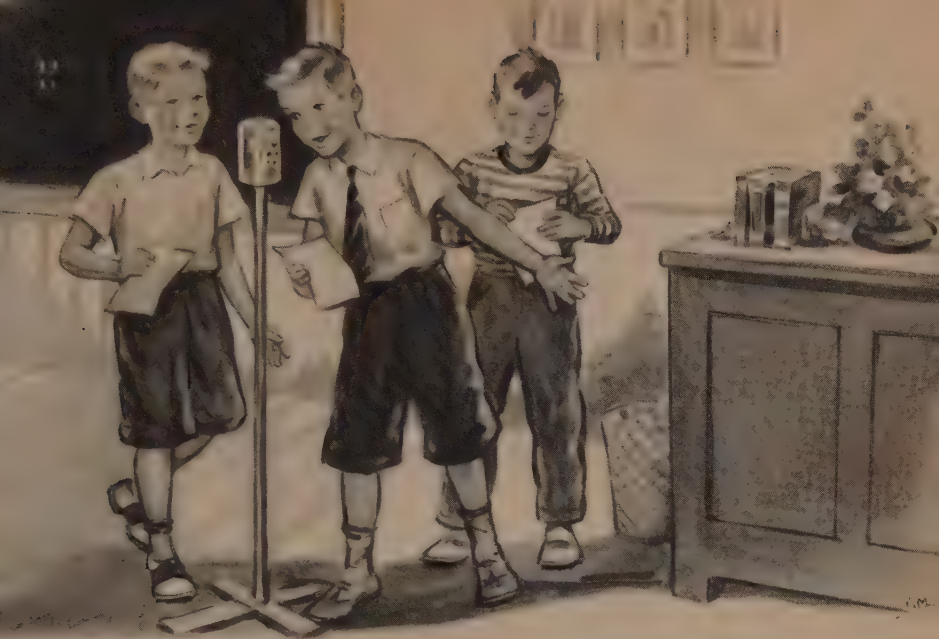
- | | | | |
|----------|-----------|--------------|------------|
| 1. I've | 3. he's | 5. we've | 7. it's |
| 2. we're | 4. you're | 6. shouldn't | 8. they'll |

Now write contractions for the words below.

Be sure to use the apostrophe where you leave one or more letters out of the words.

- | | | |
|--------------|-----------|--------------|
| 1. would not | 4. he is | 7. has not |
| 2. is not | 5. cannot | 8. you will |
| 3. I am | 6. I have | 9. they will |

Check your list with the teacher in class.



Take turns making sentences using the following contractions:

didn't	aren't	isn't
couldn't	hasn't	weren't
doesn't	hadn't	wouldn't

Be sure to say **didn't** not *dint*; **wouldn't**, not *wunt*.

It is better not to use contractions like *must've* or *could've*, because that may lead you to say and to write *could of* and *must of* when you mean *could have* and *must have*.



Look in a reader for contractions written with apostrophes. Make a list of the words you find. Show your list to the teacher.

Letter Writing

Writing a letter. (Study and writing)

Tom wrote this letter to his friend Louis:

535 Oak Street
Atlanta, Georgia
September 20, 19--

Dear Louis,

Daddy bought me a new dog today to take the place of my good old Clipper. I hated to leave him, but I know you will be good to him. Does he miss me?

This school seems strange to me, but I like it. I made the baseball team and won a prize for swimming.

Your pal,
Tom Houseman

Do you think Louis would enjoy Tom's letter? What school news did Tom tell? What did he tell about his pet? What question did he ask?

One of the best ways to get a letter is to write one so that you will receive an answer. Would your grandmother like to hear from you? Do you have a brother or a sister who is not at home? Have you an aunt or an uncle who would enjoy getting a letter from you? Has a friend of yours written to you?

Think of someone who would like to get a letter from you. What news will interest that person? What news of school can you tell? What has happened at home lately? Have you had any surprises? Are you making or building something? Do you have pets? Do they do any clever tricks?

Plan carefully what you will tell in your letter. What questions will you ask?

When you have decided what news you will tell, review the letter form on page 35.

Now write your letter. See how interesting you can make it. After you have finished writing, turn to page 34 and check your letter. Correct your letter so that it will be ready to send.



Studying an address . . . (Study and discussion)

Study the address which Tom put on his letter.

Tom Houseman
535 Oak Street
Atlanta, Georgia

Mr. Louis Gray
614 Polk Street
Pipestone
Minnesota

Where is the address placed on the envelope? How many lines are there in the address? Do you see that the address is blocked? What information is given in each line? What capital letters are used in the address?

In the upper left hand corner of the envelope is the *return address*. This is the name and address of the one who sent the letter. Think of a reason why the return address is given on the envelope.

How many lines are there in the return address? What information is given in each line? Notice that in the return address, the name of the town and state may be written on the same line. Is the return address blocked?

People who live in small towns do not always have street addresses.



The rural route and number are usually given in the address of people living in the country. Study the envelope below.

Bill Pope
Chase, South Dakota

Mr. Henry C. Norton
Rural Route 3
Appledale
Washington

How can you tell that Bill Pope lives in a small town, and that Mr. Norton lives in the country?

Discuss with your teacher exactly how your own return address should be written.

Writing initials (Study and writing)

Did you notice that Bill addressed the envelope to Mr. Henry C. Norton?

The *C* is called an *initial* and stands for a name. Do you see that it is written as a capital letter? What mark follows it? What names do you know that begin with *C*?

Read the names below. Then think of names for which the initials might stand.

R. C. Holmes

Peter H. Carter

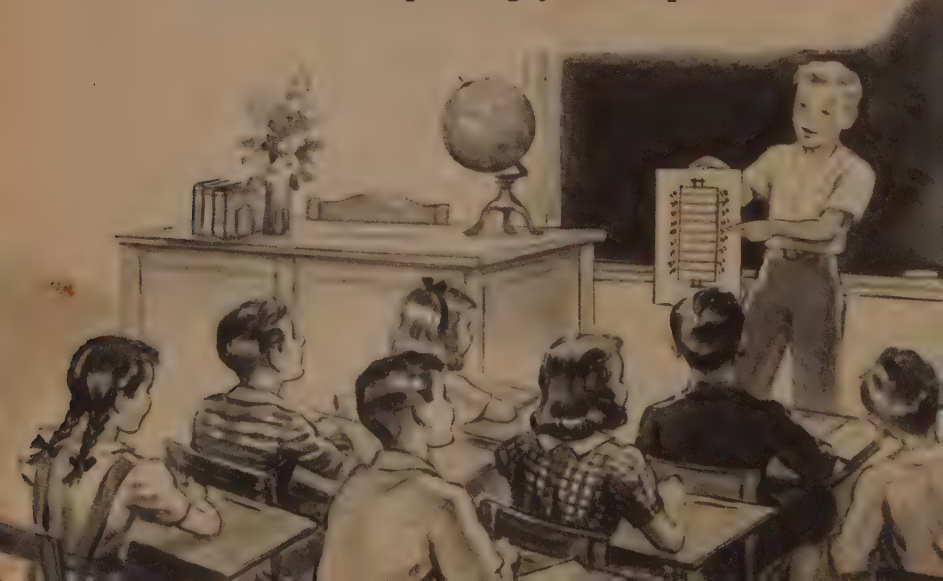
S. T. Ward

Harry L. Morgan

Now write the following names, using initials:
(1) your father's name, (2) your name, (3) your friend's name, (4) your teacher's name.



Draw a map of a baseball diamond or a football field. Plan a talk explaining your map.

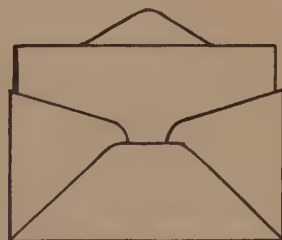
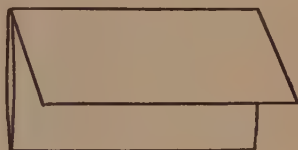
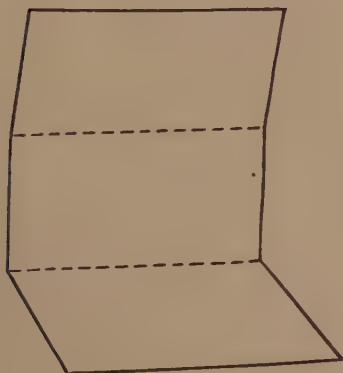


Addressing an envelope (Written)

Draw an envelope about four by six inches in size. On the drawing write the address of the friend to whom you wrote your letter. Put your own return address in the upper left-hand corner. Be sure to use the right punctuation and capitals.

After your teacher has checked your work, address your envelope.

Study the pictures below until you know how to fold your letter. Send your letter.



Look in a geography book to find each of these cities: New Orleans, Minneapolis, Denver, Boston, and Seattle. Then copy the name of the city and the name of the state in this way:

Chicago, Illinois

Saying words clearly (Oral)

When you were answering questions about letters, were you careful to say all the words clearly and correctly?

You may need the words below as you talk about language work. Take turns saying these words in class. Say each part clearly. The part which is marked with an accent (') should be said with a little more force than the rest of the word.

address'	par'agraphs
capitaliza'tion	punctua'tion
en'velope	sen'tence
mar'gins	sig'nature

Practice these words until you can say them all easily and correctly.

Spelling common words . . (Study and writing)

You will often use the words below when you are writing letters. Take time to learn the spelling of these words now. The steps on page 31 may help you. Your teacher will give you a test on these words when you are ready.

address	hoping	received
answered	letter	thank
friend	loving	writing

Do you need to add any of these words to your own list?

Using the Telephone

Making telephone calls . (Study and discussion)

Do you have a telephone in your home? Do you ever telephone to your friends? Decide how you would answer the questions below. Be ready to discuss them in class.

How often should you telephone to others? Should you ever call at meal-times or late at night? Your telephone may be on a party line. Should you listen in on conversations on a party line? Why not? Why should telephone conversations usually be short? What would you do if you had to make an important call and found the line busy?

Should you ever ask to telephone from a neighbor's house? Should your neighbors ever have to call you to their telephones?

Are pupils in your school ever allowed to use the school telephone? Can you think of times when it would be all right for pupils to telephone from school? If you were principal of a school, when would you allow pupils to use the telephone?

Why do stores have telephones? Is it for their own business, or is it for the use of people who may be in the store? Should you ask to use a telephone in a place of business? What should you do if you have to make a call?

Discuss the questions above. Everyone may not agree on the answers. Be polite in your discussion. Try to get everyone to join in.

Using a telephone directory. (Study and writing)

If you wish to call a friend on the telephone, can you find his number in the telephone directory?

Names in the telephone directory are given in alphabetical order. Last names are given first. If you practice arranging names in alphabetical order, you will be able to find names quickly in a telephone directory. See how quickly you can write the names below in alphabetical order.

Hayes	Bennett	Masters
Alben	Viney	Lewis
West	Coleman	Danfield

Now look at the first two names in the list below.

Blake	Lake	Hubert
Brown	Lynn	Hines
King	Karns	Kane

With what letter does each begin? What is the second letter of the name *Blake*? What is the second letter in *Brown*? Why should *Blake* come before *Brown* in an alphabetical list? Do you see that *l* comes before *r* in the alphabet? Why will *Hines* come before *Hubert*? Which of the names beginning with *K* will come first? Do you see that you often have to look at the second or even the third letter in a word in order to make an alphabetical list?

Write the names in alphabetical order.

Check your lists in class. The teacher will read the names as they should be written.

Saying words clearly (Oral)

When you are speaking over the telephone, why must you be especially careful to say words clearly? Say the following words to yourself softly but clearly. Don't run the words together.

did you	tell them	watch her	tell him
could you	take them	send her	help him
would you	see them	let her	took him
don't you	write them	call her	see him

Make up sentences using the words above. Perhaps you can use several of them in one sentence. Give your sentences in class. Say **did you**, not *didja*; **see them**, not *see 'em*.



Write three sentences telling facts you have learned lately in science or in health. Proofread your paper. Take it home with you.





Answering the telephone at home . (Discussion)

Do you ever answer the telephone at home? If the call is not for you, what do you do? Below is a telephone conversation at Bob Hall's house.

Bob (*answering the telephone*): This is 6239, Bob Hall speaking.

Mr. Smith: Hello, this is Mr. Smith, Bob. May I speak to your father, please?

Bob: Yes, Mr. Smith. I'll call him. He will be here in a minute.

What did Bob say as he first answered the telephone? Why should he give his number and name instead of saying "Hello"?

Do you think Bob was polite to Mr. Smith? Did he waste any of Mr. Smith's time?

What could Bob have said if his father had not been at home? Should he have asked whether or not he could take a message? Should he have asked whether or not Mr. Smith wanted Mr. Hall to call?

What would you do if Mr. Smith left this message with you?

"When your father comes in, please ask him to call me at Main 3852. Thank you."

When you take a message over the telephone, remember to do these things:

1. Find out who is calling.
2. Get the exact message.
3. Make a note about the message so that you will not forget it. Tell who called and what the person wanted.
4. Be sure the message is received by the person who was called.

Dramatizing a telephone conversation . (Oral)

Show that you know how to use the telephone by dramatizing telephone conversations. Use toy telephones or pretend that you have a telephone. Choose partners and plan what you will say. You may need to choose a person to be the telephone operator, too. If you have a dial telephone, you will not need an operator. Plan a telephone call which you have to make, or dramatize one of the conversations below.

Billy Grant's number is 274. Call him and ask him to go to a movie with you on Friday.

Call Alice Woods at Walnut 6459 and thank her for bringing a book to your house.

Bob Smith has been sick. Call B3402 and ask his mother how he is.



Listen to see if the pupils use the standards below as they make their calls. Can you tell ways in which the pupils could improve?

Standards for Telephoning

1. Be sure to call the correct number.
2. Hold the telephone so that the mouth is about an inch from the mouthpiece of the telephone. Speak directly into the mouthpiece.
3. Speak slowly in a low, clear voice.
4. Listen carefully to what is said.
5. Replace the receiver gently on the hook after the conversation is over.
6. Be courteous as you use the telephone.

Sharing Your Fun

Planning a talk (Study)

Do you and your friends enjoy any of the following activities: playing a new game, building something with tools, riding a bicycle, entering a contest, seeing a movie, keeping goldfish or canaries, sewing, or listening to radio programs?

The children in your class will be interested in your activities and in discoveries which you have made. Plan to tell one interesting thing about what you have been doing. Decide exactly what you will tell.

Giving a talk (Oral)

Give your talks in class. What information do you hear? Would you like to do one of the activities which your classmates tell about?

Can you suggest ways in which the talks could be improved?



Write a letter to a friend, telling the information that you gave in class. Address and send the letter.

Dictation Exercise II

Study the address and the return address below. After you have studied and practiced the exercise, your teacher will read it to you. You will write it without looking at your book. Be careful to write neatly and to space your work correctly.

Jack Dale
214 Peach Street
Portland, Oregon

Mr. Henry C. Dale
10 Grand Avenue
Albany
New York

Activities to Plan and Do

1. Business firms often have printed envelopes. See how many different used envelopes of business firms you can find. Cut out the return addresses. Paste them on a chart. Show the chart to the class.

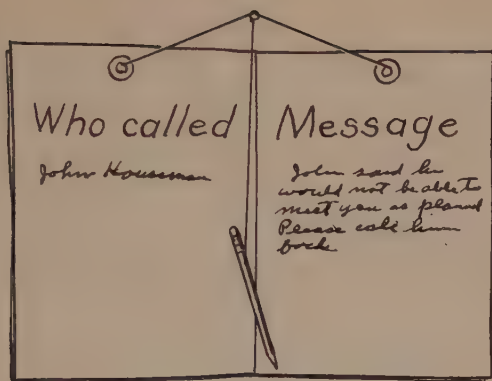
2. Find out what a toll telephone station is. Tell the class.

3. Make a telephone directory for just your class. Write in alphabetical order the names of children in your room, putting the last names first. Put a comma between the last and first names. After each name give the telephone number. Your list may begin in this way:

Adams, Janice	Lowell 2453
Brokar, Stephen	Brown 7762

4. Make a paper pad to put near your telephone at home. Cut several large sheets of paper into four parts. Clip the parts together neatly. Divide

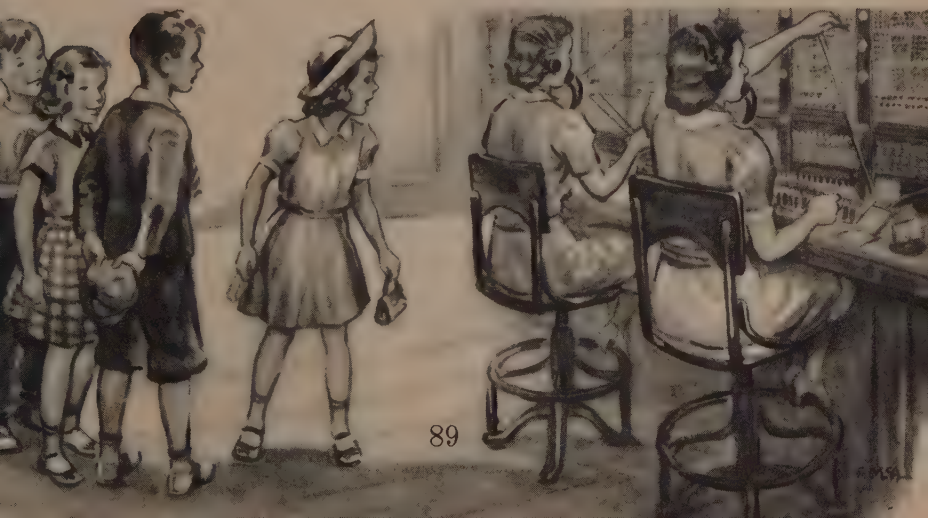




each small sheet into two columns, as above.

Take the pad home and keep it near the telephone. Use the pad for messages.

5. Plan a trip to a post-office. Write a letter to the postmaster, asking permission to visit. Make a list of questions which you would like to ask at the post-office. Take your trip. What kind of a record will you make of your trip?



How many times
can you chin yourself?



Self-Checking Test Number One

Here is a test for you. It will help you to find out what you have learned. It will show you what you need to practice.

Write a heading for your test paper. The subject is *Language*.

Number your paper for each exercise as you write it. Put the number at the left side of the page and put a period after it. Then use as many lines as you need to write each exercise.

1.

Write the number *1* on your paper.

Find the mistake in the sentence below. Write the sentence correctly after the number *1*.

My pencil don't write well.

Did you remember that we use "doesn't" when we speak about one thing? Did you write the sentence correctly?

(Score 2)

2.

Copy the contractions below after the number 2 on your paper. Make the contractions correct.

Im dont doesnt

Did you put an apostrophe in place of the letter that was left out in each contraction? (Score 1)

3.

Number your paper for exercise 3.

Write the address below correctly.

mr tom s barr
212 market street
omaha
nebraska

Did you use four lines? Did you remember to block the address? Did you have eight capitals? Did you put periods after the abbreviation and after the initial? (Score 4)

4.

Number your paper for this exercise.

Below is a return address. Copy it correctly.

mable sanders
rr 3
mason florida

Did you block the address? Did you have six capitals? Did you use two periods in the abbreviation? Did you put a comma between the name of the town and the name of the state? (Score 4)

5.

Write the number 5 on your paper.

Find the sentence below which has a mistake in it. Write the sentence correctly on your paper after the number 5.

- a. I have eaten three meals today.
- b. I have ate two ice-cream cones.
- c. I ate oatmeal for breakfast.

Did you choose the second sentence? Did you say either "I ate" or "I have eaten"? Did you copy the sentence correctly? (Score 3)

6.

Read the paragraph below. Decide how many sentences there are in the paragraph. Then write the title and the paragraph correctly.

tricks with eggs

my brother and I have learned some tricks with eggs, he can get a hard-boiled egg into a milk bottle without breaking the egg. I can make an egg stand on end

Did you write the title correctly? Did you leave a space below the title? Did you indent the paragraph? Did you have three sentences? Did you begin and end each sentence correctly? (Score 5)

7.

After the number 7 copy the sentence which is not run-on.

Every week I try to save a little money.
I save my money and I have a bicycle.

Did you choose the first sentence? Did you begin and end it correctly? Did you set out the second part of the sentence if it took more than one line? (Score 3)

8.

Choose the sentence below. Write it correctly after the number 8.

when I ride my pony
my pony is black

Did you choose the second group of words? Did you begin and end the sentence correctly? (Score 2)

How Did You Make Out?

What was your score? A perfect score is 24. Correct any mistakes that you made. The exercises on pages 94-97 will give you practice on points you may have missed.

If you made no mistakes, you may do one of the activities on pages 88 and 89.

Practice and Review Exercises

Was Self-Checking Test Number One easy for you? Have you had any trouble with your daily work? Your teacher will help you to find on the following pages the exercises that you need.

Practice I—Using **Ate** and **Eaten**

Use the word **ate** or **eaten** in each blank below.

1. We ——— cake at our picnic.
2. Have you ever ——— cooked bananas?
3. I ——— my meal slowly.
4. Our goat ——— a napkin.
5. The dog has ——— his dinner.

Practice II—Writing Addresses

Write the addresses below correctly. Remember to block them neatly.

miss clara perkins
3621 summit street
pierre
south dakota

mr george riley
626 grand avenue
new orleans
louisiana

Practice III—Writing Return Addresses

Write these return addresses correctly:

mary keith
r r 3
wayland iowa

herbert h hebel
504 fremont street
vinton vermont

Practice IV—Writing Contractions

Copy the contractions in the first column, putting the apostrophe where it belongs. Then copy the words in the second column, changing them to contractions. Don't forget the apostrophe.

dont	would not
youre	we have
theyve	I am
didnt	she will

Practice V—Using **Don't** and **Doesn't**

Copy the sentences below, putting **don't** or **doesn't** in each blank.

1. Bill ~~like~~ like oranges.
2. ~~you~~ you like to say poems?
3. My mother ~~like~~ like to cook fish.
4. It ~~seem~~ seem right to have a picnic in the house.
5. My dogs ~~like~~ like cats.

Practice VI—Using Alphabetical Order

Write these names in alphabetical order:

Morrison	Wells
Arnold	Lampe
Carney	Thurman
Mason	Leeper
Wallace	Simpson

Practice VII—Making Sentences

Write a sentence using each group of words below.
You will have five sentences.

1. a key puzzle
2. learning to do a trick with boxes
3. sandwiches, cake, and cocoa
4. three tickets to a movie
5. lost in the woods for two days

Practice VIII—Correcting Run-on Sentences

Write these run-on sentences correctly:

1. where have you been we waited for you
2. Bill had a party yesterday he showed movies of his summer vacation
3. The play is ready it will be given soon
4. Helen will play the piano Grace will play the violin

Review A—Writing a Paragraph

Decide how many sentences there are in the paragraph below. Write the paragraph correctly. Choose a title for the paragraph.

about five miles up the river there is an interesting old mill it was built in 1845 grain was ground in the mill until about ten years ago would you like to hike to the mill with us next saturday we will leave at seven o'clock in the morning

Review B—Using Words Correctly

Choose the correct word for each sentence below.
Write the words in a list.

1. These books (is, are) my favorites.
2. They (was, were) given to me by my aunt.
3. (Isn't, Ain't) that first book big?
4. I never (knew, knowed) this dog story.
5. After I have (did, done) my work in the evening, I read.
6. Can you read (good, well)?

Review C—Writing a Letter

The letter below is not separated into parts. The punctuation and capitalization have been left out. The body of the letter should be written in two paragraphs. Write the letter as it should be written. Place the parts correctly. The correct form of a letter is given on page 35.

218 oak avenue chicago illinois november 23
19— dear charles our class is having a play
next wednesday Bill and I are both dressed
like beggars in the play you should see us we
look ragged and dirty Mother is going to take
pictures of us in our costumes we may send
you some pictures if they are good are you
still planning to visit us during vacation we
hope so your friend jerry barber

Unit 4

Special Days in School



Entertaining Visitors in School

Planning for a visiting day . . . (Discussion)

What interesting activities have you had in school lately? Have you prepared a play? Have you planned exhibits to go with your science or history? Are your bulletin boards especially fine? Would others like to see records of your work?

Why don't you plan to have a day when you invite guests to visit your room to see what you have been doing? You might invite parents, teachers, or pupils from another class.

Below are questions which you will have to answer as you plan for Visiting Day. Discuss them.

1. What kinds of exhibits or displays will you have in your room? Will you plan a bulletin board of your art work or of your papers? Could you have an exhibit corner of things you have collected in science, geography, history, or some other study?

2. What will you do to entertain your guests? Will you tell about your exhibits? Would your guests like to hear about some of the things you have learned? Could you tell stories or give a play?

3. How will you invite your guests?

4. How will you greet your guests and see that they are comfortable?

5. Do you want refreshments? What can you serve?

Working in committees . (Study and discussion)

You will want to work in committees as you make your plans for Visiting Day. What have you learned about working in committees? The steps given below will help you to choose any committees that you need.

Choosing Committees

1. Talk over how many committees you will need. Plan what each committee is to do. Your teacher will write on the board a list of committees and their duties.

2. When your teacher asks who would like to be on a committee, raise your hand for the committee you would like to work on.

3. If you are not chosen to work on the committee which you like best, offer to help on another committee.

4. Sometimes not all the pupils in your room will be chosen for committee work. If you are not chosen for a committee, be pleasant. You will have your turn another time.



How can you be sure of getting your work done quickly and well in committee work? Discuss the following questions:

1. Why should every person on the committee have a chance to say what he thinks?

2. If you do not agree with other people on the committee, how can you disagree without being rude?

3. Why should committee members decide quickly what they are going to do?

4. How should the committee report what the members have decided to do?

Now choose the committees which you will need for Visiting Day. What work is each committee to do? Plan when the committees will meet. Each committee will report to the class later.



Writing an invitation . . . (Study and writing)

You will need to write invitations to the guests for your Visiting Day. The invitation given below will help you to write your own.

Riverview School
Frankfort, Kentucky
December 1, 19—

Dear Mother and Father,

Next Friday, December 4, we are going to have a Visiting Day in our room. We have been working hard to get our exhibits ready. We have planned a program which we think you will like. The program will start at two o'clock. Please try to come.

Your loving son,
Jim Barnes

Did this invitation tell (1) *what* was going to be given, (2) *who* was giving the exhibit, (3) *when* it would be, and (4) *where* it would be?

Write your own invitation. Tell *what*, *who*, *when*, and *where*. Check the invitation by comparing it with the form on page 35. If you need more practice, take Review A on page 130.



Find a short, entertaining story to read aloud. Practice until you can read it well. Perhaps you can read the story for your guests on Visiting Day.

Writing the words *Father* and *Mother* (Study, writing, and discussion)

Notice the greeting in the invitation on page 102. The words *Father* and *Mother* are always written with capital letters when they are used instead of an exact name like Mr. Jones or Mrs. Smith. Read these sentences:

Is the fishing good, Father?
Jack and his father went fishing yesterday.
I asked Mother to come to our play.
My mother has visited school twice.

Read the sentences below. Decide where the words *Father* and *Mother* should be written with capitals. Write the sentences correctly.

1. I think that mother will bake us a cake.
2. Will your mother make sandwiches?
3. Bill's father is building a boat.
4. Helen's mother is very pretty.
5. Has father come home yet?
6. Mother and father liked the show.

Discuss your sentences in class. Do you need Practice VII on page 129?



Making final plans . . . (Discussion and writing)

Have a member of each committee report in class what the committee has decided.

Discuss what you are going to do first, second, and so on for your Visiting Day. Will parents look at your exhibits first? Will you have pupils to tell about the different things you have to show? When will you have your program? If you have refreshments, when will you serve them?

Write a list in class showing the order in which you plan to do things.

Greeting your guests (Discussion)

How can you make guests feel welcome in your room? Do you know how to greet a guest at the door? You might say:

“How do you do, Mrs. Blair. We are glad that you could come to our program,” or “We are happy to see you, Mr. Steele. Would you like to look at our science exhibits?”

Do you remember how to introduce people? When you introduce a man or boy to a woman, say the name of the woman first, as:

“Miss (your teacher’s name), this is my father, Mr. (your father’s name).”

If you need help on making introductions, review page 64.



Practice showing how you would do these things:

1. Greet guests at the door
2. Tell guests about your exhibit
3. Introduce people who have not met

You may choose a pupil or a committee to greet and take care of your guests.

Saying words clearly (Oral)

As you talk to your guests, you may use sentences like those below. Practice reading them aloud.

Did you see our science exhibits?

I don't know whether Father will come.

He must have had to leave town today.

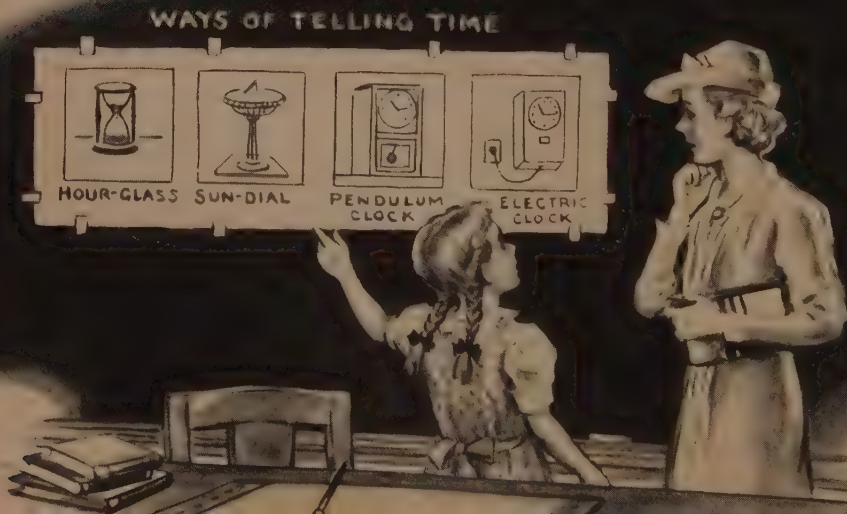
Mother, this is my teacher, Miss Adams.

Jack is telling about our art work. Has he shown you the frieze which we made? I didn't work on the frieze at all because I was helping with our booklet.

Are you going to wait for me, Mother?

The lunch is to be a surprise. The committee didn't tell us anything about it.

Listen carefully for words that you do not say clearly. Correct them at once.





Having your Visiting Day (Oral)

Have your Visiting Day when everything is ready. Carry out your plans. Try to make everything go smoothly.

Judging your Visiting Day . (Oral and writing)

Was your Visiting Day a success? Did everything go off well? Would some things have been better if you had planned more carefully?

Write a paragraph telling how you think Visiting Day could have been improved. If you did not have a Visiting Day, write about one of your other school activities. Proofread your paragraph before you hand it in. Use the points on page 29.

Your teacher will read some of the best suggestions to the class. Keep these suggestions in your language folder to help you with your next Visiting Day or with your next activity.

Taking a Trip

Planning to take a trip (Discussion)

Do you ever take a trip to find the answers to some of the questions about which you are studying in school?

Perhaps you visit parks, museums, libraries, or other interesting places. You may go to the post-office, to a store, or to a woods near your school. A trip to a fire station might help you to understand the work of firemen.



Plan a trip your class might take. Discuss these questions in class:

1. Where will you go?
2. How will you get permission to go? Will you ask permission of the principal of the school, your parents, and the owner or manager of the place which you wish to visit?
3. Who will decide when you will go?
4. How can you be courteous on your trip?
5. What things will you try to find out? Will you make a list of questions?
6. How will you report what you find out? Will each pupil answer all the questions?
7. How will you thank the people who help you to make the trip?

Plan exactly what you will do on your trip. If there are special arrangements to be made, such as reporting to the principal or finding out about buses, you may choose committees to do these things.

Sometimes your whole class cannot go on a trip. You may send a committee or one person to find out what you want to know. Anyone who goes on the trip for your class needs to make careful plans.



Studying a letter (Study, writing, and oral work)

The pupils in one room of the Jefferson School wished to visit a home where there was some colonial furniture. They wrote a letter asking if they might visit. Read the letter.

Jefferson School
Portland, Maine
November 12, 19—

Dear Mr. Manners,

Alice Haney has told us that you are the caretaker of an old colonial house. We should like very much to see this house because we have been studying about colonial homes.

Can you let us see the house if we come over some afternoon next week? What afternoon will be most convenient for you? We can leave school any day at two o'clock.

We will be careful not to touch things and to do what you ask us to do.

Sincerely yours,
Pupils of Room 17

Was the letter courteous? Find the parts of the letter which show courtesy.

Notice the greeting which the children used. Could they have said "Dear Friend"? Why not?

Why is "Sincerely yours" a better closing for this letter than "Lovingly yours" or "With love"?

Notice that only the first word in the closing needs a capital letter.

Think of a good greeting to use if you were writing to each of the people below. Write the greetings on your paper.

- | | |
|----------------|---------------------|
| 1. Mr. Manners | 4. Your Uncle Bill |
| 2. Your mother | 5. Your friend Bob |
| 3. Miss Hall | 6. Your grandmother |

Now think of a good closing for a letter to each of these people. Write the closings.

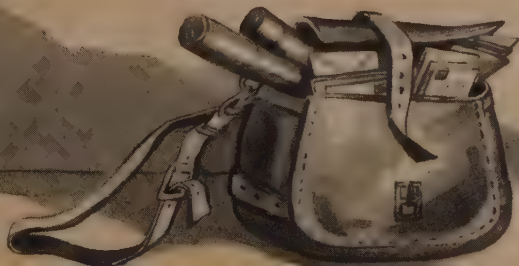
Compare your papers in class.

Writing your own letter (Written)

Now write a letter asking permission to take the trip which your class is planning. If there are several letters to write, you may decide to choose committees to write the different letters.

If your class is not planning to take a trip right now, write a letter to someone else asking a favor. Maybe you will want to write this letter just for practice. What greeting and closing will you use?

Use the points on page 34 to check your letter. Page 76 will help you to address an envelope.



Using words correctly

(Study, writing, and oral work)

Did you notice that the pupils said, "Can you let us see the house if we come over some afternoon next week?" What does **let** mean in this sentence?

How did the pupils use the word **leave**? What does this word mean here?

The word **let** means "allow." **Let** is used when you are asking permission to do something. **Leave** usually means "go away" or "go away from."

Decide whether you would use **let** or **leave**, **lets** or **leaves** in each blank below. Write the sentences, using the correct word.

1. The train ——— in five minutes.
2. Please ——— me use your book.
3. The boys will ——— camp tomorrow.
4. Father will ——— us take the canoe.
5. Don't ——— anyone see the play practice.
6. We shall have to ——— by five o'clock.
7. Helen ——— today for a visit.
8. Her mother ——— her travel by bus.

Now write three sentences using **let** or **lets**.

Take part of your class time to read the sentences which you wrote. Read the sentences above, too. Be sure to say **let** correctly. Say **let me**, not *lemme*; **let her**, not *letter*.

Were all your sentences correct? Do you need Practice V on page 128?

Listing questions for your trip . . . (Written)

Have you decided exactly what you want to find out on your trip? Write questions about the things you want to find out.

If your whole class does not go on a trip, write questions which you would like to answer on a trip or visit of your own.

When everything is ready, take your trip. Take your questions with you. Watch and listen carefully. As you find the answer to each question, check the question. Be ready to tell the class three facts which you find out by listening carefully. Learn all that you can.

Spelling common words . . . (Study and writing)

You will probably write several letters in connection with your trip. The words below are often used in letters in which you ask favors or thank people who have helped you. Take time to learn them. The steps on page 31 will help you.

grateful	thoughtful	sincerely
kindness	appreciate	courtesy
convenient	information	thankful

Your teacher will test you on these words.



Make up sentences in which your classmates fill in the blank with **let** or **leave**.

Reporting your information (Study and oral work)

What was the most interesting information you learned on your trip?

Did the guide or manager of the place you visited have interesting facts to tell you? Did your teacher give you any information? Did you listen carefully so that you remember what was said?

Plan and give a report about something you learned on your trip. If your whole class did not take a trip, you can tell about other information that you have learned.

Use the standards on page 17 to help you plan a talk about your information.

If there is not time for everyone to give a report to the whole class, your teacher may let you choose the pupils whose reports you would like to hear.

After the talks have been given, tell what you liked or didn't like about the reports.

How would you feel if anyone made these remarks to you: "You didn't say a single new thing," "Your talk wasn't any good," "Your voice is too squeaky"? Are these remarks kind? Would they help anyone to improve?

Try to make courteous and helpful suggestions.



Make a list of four new words that you have learned lately. See if other pupils know the meanings of the words.

Writing a thank-you letter (Written)

Write a letter to someone who helped you with your trip. If you did not take a trip, write to someone who has done something kind for your class. Can you use in your letter any of the words on page 113? Make your letter show that you really appreciate the favor which was done.

The questions on page 34 will help you to check your letter for correctness. If you need help with the address, see page 76.

Your teacher or a committee will choose the letters which are to be sent.

Judging your trip . . . (Discussion and writing)

Would you say that your trip was a complete success? Did you learn enough to make the trip really worth while? Could you have found out the same information in an easier way?

Was everyone courteous on your trip? Did you keep together on the street and in the place which you were visiting? Did everyone listen to the explanations of the teacher and the guides? Did you ask only important questions? Did you thank the people who helped you during the trip?

Talk over what was successful about your trip. Write sentences giving suggestions for making your next trip better than the last one. Proofread your paper. Save your suggestions to help you the next time you take a trip.

Using words correctly . . (Study and oral work)

As you discussed your trip, did anyone say, "We **surely** had a good trip"? It would be wrong to say, "We *sure* had a good trip."

Say the sentences below to yourself. Use **surely** or **sure** in each blank.

1. Her picture is ——— beautiful.
2. You ——— made us see what happened.
3. I'm ——— that the girls will be here.
4. We ——— had a good time.
5. I was ——— afraid you wouldn't come.

In which sentence did you use **sure**?

Think of five sentences in which you would use **surely**. Take turns giving your sentences in class. Do you need Practice VIII on page 129?



Draw a picture of something that you saw on your trip. Write a sentence explaining the picture. Put your paper on the bulletin board.



Making a Class Diary

Planning a class diary (Discussion)

Do you keep records of the important things which happen in your room, such as visiting days, assembly programs, exhibits, or trips? Do you keep records of class progress in your school work? Do you keep lists of books which you are reading?

Many pupils enjoy making a class diary or a record book in which they keep information about things which happen in their class. They enjoy showing the book to visitors and explaining the different parts of the book.

What could you keep in a diary of your class? Could you keep a record of visitors? Could you keep lists of poems memorized, class progress charts, or lists of favorite books? You might divide your book into three different parts and use a part of your book for each of the following records:

1. Records of special days
2. Class progress charts
3. Health records

Decide what you can put into a diary of your class. How many parts will your diary have? What kind and size of pages will you use? What kind of covers will you have for your diary? How can you keep the diary together? How can you plan the diary so that you can add information during the year?

Making a guest record (Discussion and writing)

Below is a record of visitors to one classroom.
Read the record.

November 7, 19--. The librarian came to talk to us about Book Week.

November 14, 19--. Jack Davis brought his parents to school to see his paintings.

December 1, 19--. Miss Blair's class came to see our museum.

December 15, 19--. The Red Cross nurse came to tell us how the money from our Christmas seals would be spent.

December 18, 19--. Our parents came to our Christmas party.

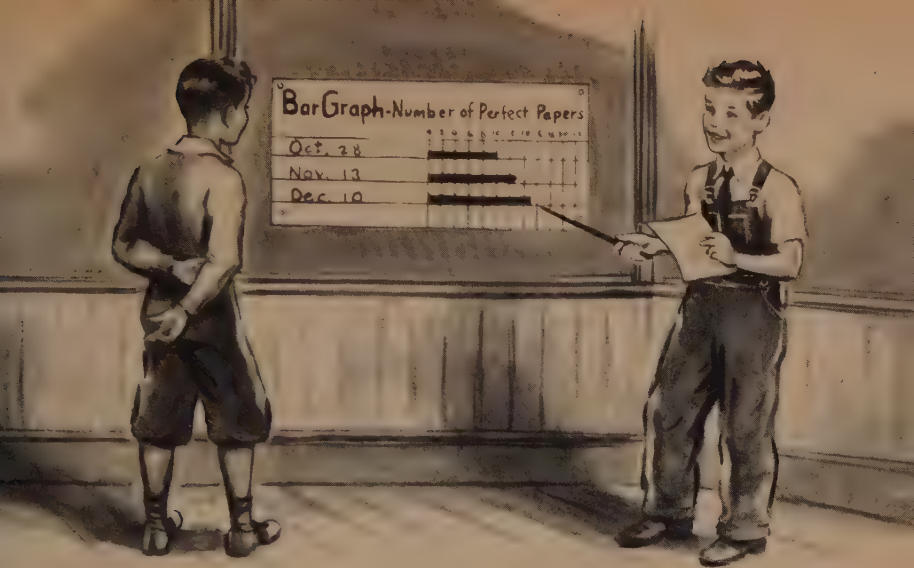
Where is the date written? Why should the date be given on the record? How is the date set off from the information?

Discuss what important days you want to tell about in your diary. Make a list of the dates.

Each pupil may write a sample page for the diary to show how he would keep a record of special days.

Write the date as it is given in the record above. Then tell in one or two simple sentences what happened on that date.

Pupils who write neat, clear records may be chosen to make reports about special days for your class diary.



Studying a chart . . . (Study and discussion)

You may want to keep in your class diary the progress that your class makes in school work. Perhaps you have taken a test lately like the one below. Read the test.

Capitalization Test

Name _____ Date _____

Copy the sentences below. Use capital letters where they are needed.

1. my friend helen gray lives in mansville on logan avenue.
2. she goes to longfellow school.
3. her aunt in texas sent her a horned toad.

Score _____

Capitalization Chart

Names of Children

Words to be capitalized	Adams, Jack	Brown, Bill	Dunbar, Grace	Evans, Harry	Gray, Logan
1. First word of sentence 1		✓	✓	✓	✓
2. First word of sentence 2		✓	✓	✓	✓
3. First word of sentence 3		✓	✓	✓	✓
4. Helen	✓		✓	✓	✓
5. Gray	✓	✓	✓	✓	✓
6. Mansville	✓	✓	✓	✓	✓
7. Logan		✓	✓	✓	✓
8. Avenue				✓	
9. Longfellow	✓	✓	✓	✓	✓
10. School				✓	✓
11. Texas		✓	✓	✓	✓
Number correct	4	8	9	11	10

Could you make a class chart of your scores on a test? On the facing page is part of a chart which one group of pupils used for the test on page 119.

The chart shows the records of five pupils. Where are the names of the pupils written? What words are listed in the column at the left side of the chart? Each check on the chart stands for a capital letter which was used correctly.

Who had a perfect score? Who forgot to begin his sentences with capital letters? Who forgot to begin the name *Logan* with a capital? How many pupils forgot to begin *Avenue* with a capital? How many pupils forgot to begin *School* with a capital? Why does *School* have to begin with a capital letter here?

What uses for capital letters did the pupils know very well? Which use do they need to study more? Who needs most help on capital letters?

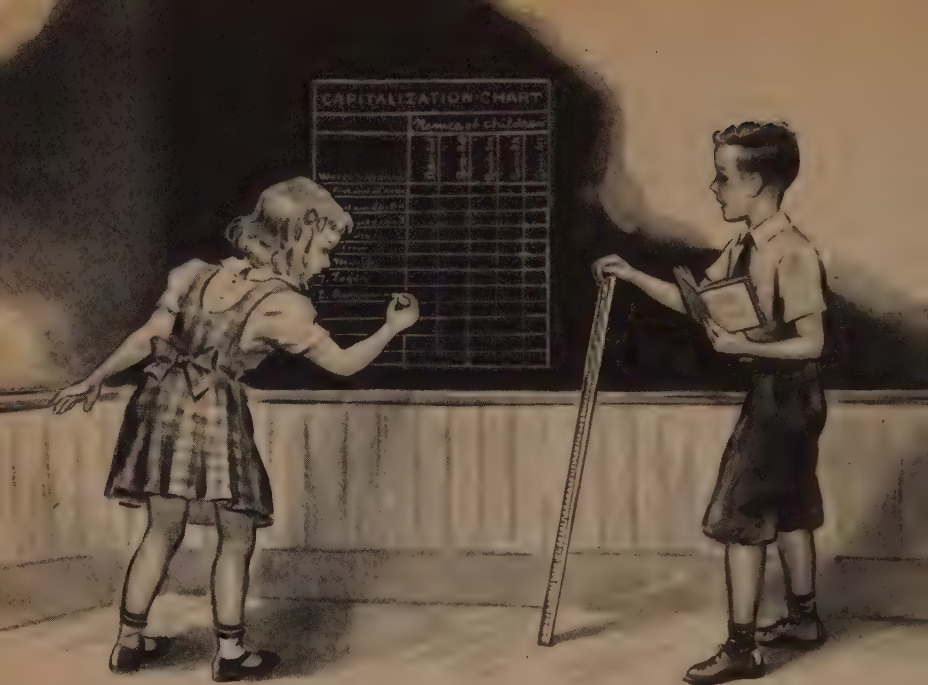
Do you need the practice on page 128?



Write sentences telling three things that the chart on page 120 shows you about Jack Adams. Read your sentences to the class.

Taking a test (Written)

Your teacher will give you a short test on capitalization which you should know. You may take the test on page 119.



Making your own chart (Oral)

In class check the papers that you wrote.

Your teacher will put on the board a chart like the one on page 120. On this chart you can put the record you made on the test. Tell your teacher how to mark your part of the record.

What does the chart show you about your work? Are there skills which the whole class needs to practice? Which exercises on pages 127-131 will help you?

Who can copy the chart for your record book? You may take this test again some time. The chart will help you to see how you have improved.

Spelling common words . . (Study and writing)

Sometimes we make mistakes with capital letters because we use them where they are not needed. You remember that the names of school subjects, such as *spelling*, *science*, or *reading*, should not be written with capital letters unless they are used as part of a title or a heading. The word *English*, however, always needs a capital.

Make a class list of all the studies which you have in your class. After you have made the list, your teacher will erase the words and give you a spelling test on the names of the subjects.

Check your papers with your teacher. If you made mistakes, the steps on page 31 may help you learn the correct spelling.

If you did not make any mistakes, write one fact which you have learned in each of your three favorite subjects. Will you need capitals for the names of subjects in your sentences? Why not?

Your teacher may make a chart to help you keep a record of your spelling. The words will be written on the left side of the chart. The names of pupils will be written at the top. Each pupil will have a check on the chart for each word that he spelled correctly. Are there any words which your whole class needs to work on? Which practice on page 128 will help you?

You may decide to keep your spelling charts in your class diary.

Filling in blank forms . . . (Study and writing)

Have you ever taken standard tests in reading, in arithmetic, or in another subject?

Do you want to keep in your diary some samples of tests that pupils in your class have taken?

Below is the top of a test which Helen Butler took.

Silent Reading Test				
Name	<u>Butler, Helen</u>	Age	<u>9</u>	<u>2</u>
	Last First		Years Months	
School	<u>Horace Mann</u>	Sex	<u>Girl</u>	
Town	<u>Newark</u>	State	<u>New Jersey</u>	
Date	<u>Dec. 15, 19--</u>	Teacher	<u>Miss Blair</u>	

What do you know about Helen Butler after you have read the heading of her test paper? Tell the class how you would fill in each blank in the heading above for a test which you were taking. On the blank after *Sex* tell whether you are a boy or a girl.

Have you ever filled in blanks? Can you write neatly in the spaces given? Do you give all the information asked for?

Your teacher may ask you to practice filling in blanks for cards or for headings of tests. Fill in the blanks neatly and completely.

Using words that sound alike

(Study, writing, and oral work)

Words which sound alike but are spelled differently sometimes give us trouble. Read the sentences below.

Tom will soon be **here**.

Did you **hear** the circus band?

Which word means “in this place”? Spell it. What does **hear** mean?

Write three sentences using the word **here**, and three sentences using the word **hear**.

Proofread your paper by the points on page 24.

After you have checked your papers in class, review other words which sound alike. You will find some of these words in Review D, page 131.

Finishing your class diary . . . (Discussion)

Is your diary ready to put together? Decide what still needs to be done to complete your book. Choose pupils or committees to do this work.

Where will you keep your book? Who will show it to visitors in your room?



Dictation Exercise III

Study the letter below until you can write it correctly. After you have studied and practiced it, your teacher will read it to you slowly. You will write it without looking at the book.

24 Plum Street
Portland, Oregon
December 1, 19--

Dear Miss Hall,

Are you enjoying Florida in December?
We surely miss you in our school this year.
We should like to hear about your trip.
Will you please write to us?

Your friend,
(your name)

If you did not have a perfect paper, find on pages 127-131 the practice that will help you.

Activities to Plan and Do

1. Plan a radio program for your class. Make a toy microphone. Could you give a program about your trip? Could you plan a program about lessons you have been having in school? Who could tell a story? Does someone know a poem? Could several pupils put on a play? Some pupils could sing a song. Plan the order of your program. Pupils who are not on this program may take part in a later program.

2. Look in old magazines for coupons to be filled out. If you have permission to cut up the magazine, take out the coupons. Fill in the blank lines neatly. Show the class how you have filled out the coupons.

3. Bring to school an application blank for a money order from the post-office. Tell the pupils what should be written in each blank if you were sending two dollars to Mrs. Frank Carlson at 832 Oak Avenue, Trenton, New Jersey.

4. Perhaps you know someone who has taken movies of his travels. Would that person be willing to show the pictures to your class? Write a polite letter asking someone to visit your school to show pictures or to talk to you.

Practice and Review Exercises

Is your language work improving daily? Your teacher will help you find the practice that you need in the lessons that follow. Remember that in each review exercise you practice on several skills.

Practice I—Writing Greetings

Write these greetings correctly: (1) dear mr lock, (2) dear miss payne, (3) dear father.

Practice II—Writing Closings

Write these closings correctly: (1) yours very truly, (2) your loving friend, (3) sincerely yours.

Practice III—Writing Headings for Letters

Write these headings correctly:

1. 324 market street lima ohio may 20\ 19--
2. 3625 bay road ogden utah october 11 19--

Practice IV—Writing Addresses

Write the following addresses correctly:

1. ben smith r r 2 grinnell iowa
2. mrs frank cane 712 walnut avenue dale mississippi

Practice V—Using **Leave** and **Let**

Find the mistakes in the sentences below. Write the sentences which you need to correct.

1. Mother does not leave me go out alone.
2. We have to leave after the first show.
3. Won't your father leave you come?
4. Miss Elson let John paint the scenery.

Practice VI—Using Capital Letters

In some of the sentences below, capital letters have been used where they are not needed. Find the sentences with mistakes in them. Write them correctly.

1. Do you like Arithmetic?
2. My favorite subject is reading.
3. Have you studied your Spelling?
4. Did you correct your English paper?
5. My Language paper is written neatly.
6. Do you do well in Art?

Practice VII—Using the Words *Mother* and *Father*

Pick out the sentences below in which the words *Mother* and *Father* are used in place of a name. Write the sentences, using capital letters where they are needed.

1. I asked father to take me to the show.
2. Is your mother better today?
3. Yesterday I helped mother get dinner.
4. Please tell mother that I shall be late.

Practice VIII—Using **Surely**

Practice reading the sentences below. Get used to the correct use of the word **surely**.

1. It is surely cold today.
2. Reading in dim light is surely hard on eyes.
3. It is surely too bad that Grace is sick.
4. Jack surely did a good job of painting.

Practice IX—Using **Hear** and **Here**

Decide whether you would use the word **hear** or **here** in each of the sentences below. Write the word that should go in each blank. There are two blanks in sentence 2.

1. Can you —— the watch tick?
2. From ——, I can —— the watch plainly.
3. Please bring the letter ——.
4. Some people do not —— because they do not listen.

Practice X—Writing Return Addresses

Write these return addresses correctly:

1. robert k putnam 2 babson avenue utica
new york
2. mrs r h randall r r 3 big foot texas

Review A—Writing an Invitation

Find *who*, *what*, *when*, and *where* in the invitation below. Write the invitation correctly.

32 riverside avenue
Elmhurst Ohio
December 12 19--

Dear Jane

Next wednesday is my birthday I am going to have a party at my house from four to six oclock in the afternoon. Can you come I hope you can.

your friend
Neva Clarke

Did you find eleven mistakes?

Review B—Using Commas and Apostrophes

In each of the sentences below, the commas and apostrophes have been left out. Copy the sentences, punctuating them correctly.

1. Havent you met Robert Jane and Carl?
2. At two oclock the lions tigers and bears will be fed.
3. Ive used silk satin and velvet in my quilt.
4. Today weve had science spelling and art.

Review C—Using Words Correctly

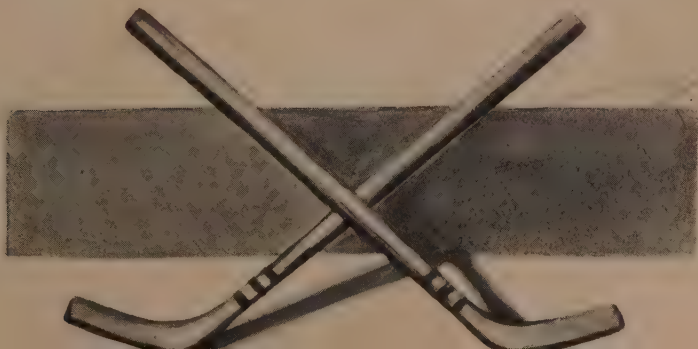
Choose the words that belong in the blanks below. Write the words in a list.

1. My uncle (don't, doesn't) like dogs.
2. Have you (ate, eaten) your dinner?
3. I (ate, et) mine just now.
4. The parade (began, begun) on time.
5. Mother (don't, doesn't) cook a heavy meal at night.
6. Ray (doesn't, don't) sell papers anymore.
7. How many cookies have you (ate, eaten)?

Review D—Using Words That Sound Alike

Choose the right word for each sentence below. Write the words in a list.

1. May I (by, buy) an eraser?
2. Each week I (write, right) to my aunt.
3. We have (no, know) work to do.
4. May I go, (two, too, to)?
5. Don't you (know, no) Polly?
6. Am I headed the (write, right) way?
7. We are going (two, too, to) the library.
8. The parade went (by, buy) at ten o'clock.



Unit 5

Science Activities



Raising Questions in Science

Asking questions (Discussion)

One day Dick came to school carrying something in a basket.

The boys and girls crowded around to see. Dick took off the cover of the basket. Inside was a tiny rabbit. It made a little noise when it saw the children.

"Where did you get the rabbit?" asked Helen.

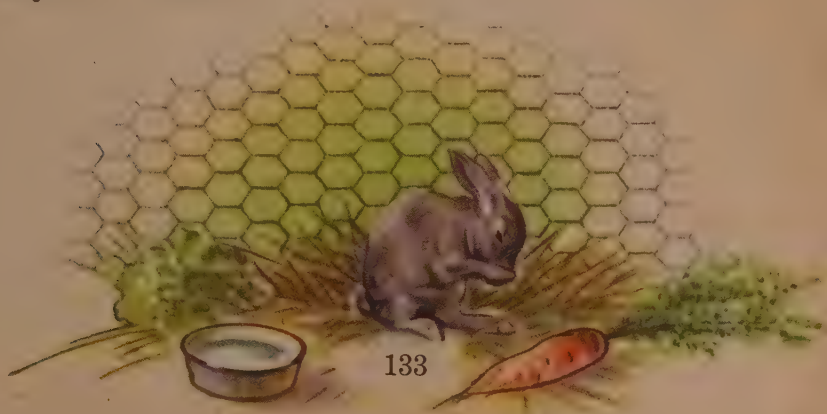
"How will you take care of it?" asked Bill.

"What do you feed such a small bunny?" asked one girl.

"I don't know what to feed it," said Dick. "Our neighbor boy just gave it to me this noon."

"Oh, Miss Jackson, can't we keep the rabbit in school for a pet?" asked the pupils. "Then we could study about rabbits in science."

"If you will find out about rabbits and how to take care of them, we will keep him here," Miss Jackson answered. The class promised, and bunny stayed at school.



Below are other questions the pupils asked about rabbits. Read the questions.

1. Do rabbits eat meat?
2. Do people use rabbit fur for anything?
3. Do rabbits harm our gardens?
4. Do people eat rabbits?
5. Where can we make a home for our rabbit?
6. Do rabbits eat carrots?
7. How can we build a home for this rabbit?
8. What is a rabbit's home called?
9. Do rabbits drink milk?
10. Do rabbits ever hurt people?
11. How big will our rabbit home have to be?
12. Do rabbits harm trees?

Organizing questions . . . (Study and discussion)

Would it be easy to find the answers to questions that are as mixed up as those above? Can you arrange the questions in better order? Arranging questions under topics is one way of organizing them.

The questions above are about these topics:

The food of rabbits

Homes of rabbits

The use of rabbits

Harm done by rabbits

Pick out the questions which go with each topic. Be ready to give your answers in class. Your teacher will write the questions on the board under each topic.



Choosing your own science topic . . (Discussion)

What topic would you like to study about in your own science work? Your class might decide to study one of these: snakes, stars, toads, goldfish, dogs, insects, birds, or bears. Could you study about baby animals? Perhaps right now you are starting a new science topic in school. Choose a topic that you would like to study about in science. The following lessons will show you how language helps you in your science work.

Using discussion courtesies . (Study and writing)

In one school the class decided to study pets. Everyone wanted to bring his pet. How excited the pupils were! They made remarks like these:

“Oh, let me bring my dog. He can do tricks.”

“Aw, that wouldn’t be as much fun as to play with my pet rooster. I hitch him to a little cart.”

The pupils all talked at once, interrupted each other, and almost quarreled about their pets. What courtesies had the boys and girls forgotten?

Was your discussion courteous as you chose a science topic to study? Did some pupils talk on and on without saying very much? Were there any pupils who did not pay attention to what was being said?

Take time now to review the standards which you have learned for courtesy in discussion. Write four or five standards which your class needs to remember. Can you make a standard about listening to the person who is speaking?

A committee may choose a good list of standards to put on the bulletin board. Review these standards as you have discussion lessons in your class. Add to the list during the year if there are new courtesy standards which your class needs to remember. You may keep this list in your language folder.



Raising questions . . . (Writing and discussion)

What topic did your class decide to study in science? Write five questions about the topic.

Take turns reading your questions. Your teacher may write them on the board. The class may choose questions to answer. Organize the questions in class. Make a copy of the questions for yourself.

Will each pupil try to answer all the questions? Perhaps you will divide the questions and work in groups.

Saying words clearly (Oral)

Did you read your science questions well?

The words **where** and **what** are often used in asking questions. Do you always say them clearly? Practice saying to yourself the words below. Say **when**, not *wen*; **which**, not *wich*.

when	what	why
which	where	whether

In class take turns using in sentences the words in the list, Read these sentences, too:

1. Which question do you want to answer?
2. Why is the snow so white?
3. What shall I do while you are away?
4. Is the whippet a kind of dog?
5. Why don't cats like toads?
6. I don't know whether beavers are harmful.

Finding Science Information

Planning to answer questions . . . (Discussion)

Discuss ways in which you will find answers to your questions. Study the pictures in this unit. They will help you think of ways to find information about your science studies.

Using an index . . . (Discussion and writing)

One way to find material quickly in a book is to use the *index*. The *index* is a list of the topics which are discussed in the book. The index is arranged in alphabetical order. It is usually at the back of a book. When you use the index, you look for the topic that you are studying about.

If you were going to answer each of the following questions in science, what word would you look for in the index? Read each sentence and pick out the important word.

1. How are bats useful?
2. Will toads make warts on your hands?
3. Where do bears go in winter?
4. What are guppies?
5. Can porcupines throw their quills?

In the first sentence you would look for the word *bats*. When you have found the word *bats* in the index, it might say, "*bats* 21, 34, 66-69." This means that you would find something about

bats on page 21, on page 34, and on pages 66, 67, 68, and 69. The hyphen (–) is used between 66 and 69 to show that you would begin reading on page 66 and read through page 69.

Read the parts of an index shown below, and tell what each means.

bears 26–30, 89

porcupines 20, 75, 48

guppies 45, 78–80

toads 19, 24–27, 56

Read again the questions which were raised in class. Can you use the indexes of science books to help you answer these questions? Pick out of each question the word for which you will look in the index. Then try to find this word in the indexes of books which tell about science. You may use some of the books below.

Traveling with the Birds . . . Rudyerd Boulton

Wonder World of Ants . . . Wilfred Bronson

Hop, Skip, and Fly . . . Irmengarde Eberle

Flat-Tail . . . Gall and Crew

First Lessons in Nature Study Edith M. Patch

World of Animals . . . M. B. Stephenson

Find all the information you can about your topic. You may use the information in the reports on page 160. You will report your information in a few days.



Find the word *beaver* in the index of a science book. Read the pages that tell about beavers. Tell the class what you find out.



Learning Ways to Improve Reports

Starting and finishing reports well
. (Study, writing, and discussion)

In one class all the boys and girls studied to find the answer to the question, "Do toads make warts on your hands?" Each pupil gave a report. Nancy's report is given below. Read it.

Toads and Warts

Many people will not touch a toad. They say that toads make warts on their hands. This is not true. The toad's skin is covered with warts, which give out a juice when the toad is handled. Even cats and dogs will not touch a toad because they do not like the taste of this juice. The juice does have a very bad taste, but it will not make warts.

Nancy Hale

Nancy used a good beginning sentence. She started at once to tell something about her topic.

Below are beginning sentences Nancy might have used for her report. Copy three sentences that you think would interest an audience.

1. I am going to tell you something.
2. Don't be afraid to handle a toad.
3. Dogs and cats don't like toads.
4. I found out something.
5. I am not afraid of toads.
6. Do you believe that toads give warts?

A good closing sentence makes a report sound finished. Read the closing sentence Nancy used in her report on page 140. Why is it good?

Below are some closing sentences which Nancy might have used for her report. Read them.

1. That is what I found out.
2. Do you see now that toads will never give you warts?
3. Dogs and cats don't like toads.
4. My topic was toads and warts.
5. No one needs to be afraid of toads.
6. That is all I have to say.

Which sentences above do you think are good closing sentences? Copy them.

In class discuss the beginning and closing sentences which you chose.

What have you learned today about beginning and closing sentences in reports?

Using stories or objects with reports
 (Study and discussion)

Read the report below.

Beaver Dams

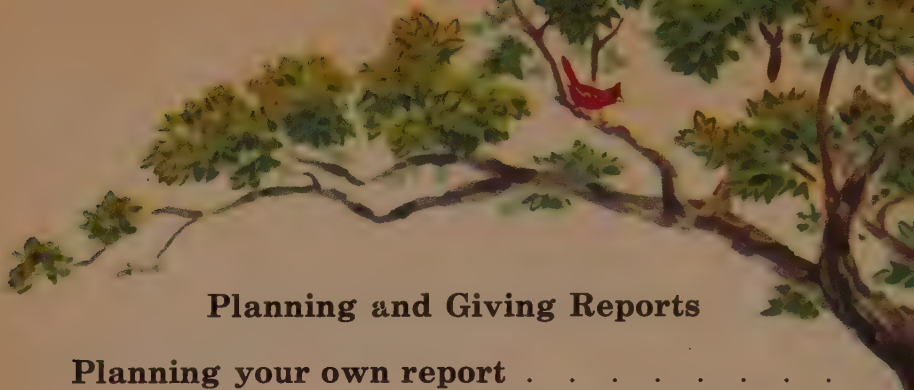
Beavers often build a dam across a stream. With their strong teeth they cut down trees. They pile the trees across the stream. By piling brush across the trees and packing mud on top, beavers make the dam strong. The dam makes the water so deep that enemies cannot get into the beaver's home.

One family of beavers had built a dam across a stream. The water was flooding a road. Men decided that they would have to blow up the dam. The night after the dam was broken, the beavers built it up again. Men blew up the dam three times, and each time the beavers built it up at night. Finally the men had to change the road. They could not drive out the busy beavers.





Do you see how the story about beavers improves the report? Can you think of anything else this pupil might have done to interest his listeners? He might have shown pictures of beavers at work. Could he have shown an object, such as a piece of wood which the beavers had cut off with their teeth? Why would this object help to make the report more interesting?



Planning and Giving Reports

Planning your own report (Discussion and study)

For several days you have been looking for information on your science topic. What interesting facts have you discovered? Plan a short report about one thing that you have learned.

How will you make your report interesting? Discuss standards that will help you. You may think of the standards given below.

Standards for Improving Reports

1. Know your facts.
2. Plan a beginning sentence which will interest your listeners.
3. Have an ending sentence which will make your report sound finished.
4. Use an object, a picture, or a story to make your report interesting.

Your teacher may put these standards on a chart like the one on page 120. Use the chart as you practice your report.

Giving your report (Oral)

Give your report in class.

As you listen to the reports of the other pupils, decide how they made their talks interesting. In what ways are you improving in giving talks? Do you need Review E on page 169?

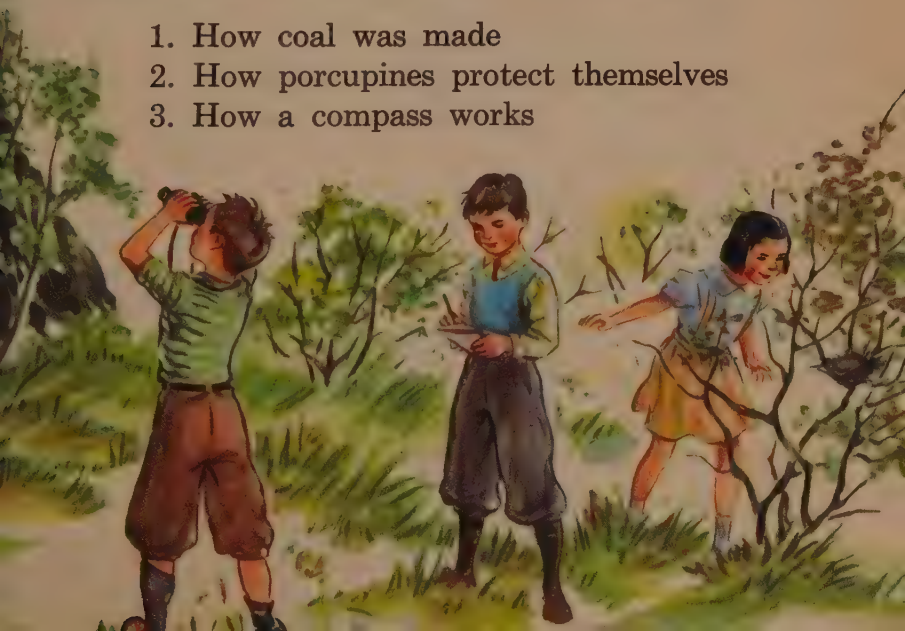
Writing facts (Written)

Write five sentences telling interesting facts that you learned from listening to science reports. Number your sentences. Your teacher may let you exchange papers and read what others have written.



Think of an object which you might use to interest an audience in a talk about each of the topics below. Make a list of the objects.

1. How coal was made
2. How porcupines protect themselves
3. How a compass works



Dividing words at the end of a line (Study and oral work)

Below is a sentence which Grace wrote after listening to a report about porcupines.

The back and tail of a porcupine are covered with sharp quills.

Grace found that she could not write all the word *porcupine* on the line without crowding the margin. She divided the word. She put part of it on one line and put a hyphen after it. She wrote the rest of the word on the next line. Find the hyphen which shows that the word has been divided at the end of the line.

We cannot divide a word at the end of a line unless the word has more than one part, or syllable. Say the following words to yourself. Do you hear every syllable?

in-sects . . . (two syllables)
won-der-ful (three syllables)
sci-ence . . . (two syllables)
brought . . . (one syllable)
would . . . (one syllable)
por-cu-pine (three syllables)



There are two words in the list on page 146 which should never be divided at the end of the line. What are they? Where could you divide each of the other words?

Take turns in class saying the words in the list clearly. Sound each syllable.

Make a class list of ten words that have only one syllable, ten that have two syllables, and ten that have three syllables. Can someone think of a word with more than three syllables?

You can usually tell by the sound of a word whether or not you can divide it at the end of a line. If you are not sure where to divide a word, ask your teacher. Remember that you cannot divide a word of one syllable.



Turn to the language words on page 80. Say each word carefully to yourself. Tell how many syllables there are in each of the words listed.





Setting Up a Science Experiment

It is fun to find out things for yourself. In science we often find our own information by doing experiments. Below are three easy experiments that you can do. Read them.

1. Stir into half a cup of water as much salt as the water will dissolve. Pour the water into a saucer. Let it stand until the water is all gone. What happens? What does this show?

2. Plant grass seed in good earth in two small boxes. Put one of the boxes in the sunlight, and one in a dark place. What happens? What does this show?

3. Get a white flower. Put it in water. Into the water put a few drops of red ink. What happens? What does this show?

Are there experiments you can do for your own science work? Plan an experiment that you can do at school or at home. Decide exactly how you will do it. What materials will you need?

Watch carefully to see what happens. In a few days you will have a chance to make your report.

Making an Outline

Studying an outline . . . (Study and oral work)

When you are studying a topic, you may find several things which you want to tell about in one report. You may write a summary that tells briefly the important things you have learned. You will want to organize your information. One good way to organize a report is to outline it.

Below is an outline which Bobby made before he gave a report on guppies. Bobby wrote his topics in the order in which he wanted to give his report. Read Bobby's outline.

Guppies

- I. What guppies are*
- II. How guppies are born*
- III. What colors guppies are*
- IV. What guppies eat*



Now read the information below. Find the paragraph about each topic in Bobby's outline.

Guppies

Guppies are small fish. They are somewhat like goldfish. The largest ones are only about two inches long. Guppies are sometimes called tropical fish. People often raise guppies in aquariums.

Mother guppies may have from five to a hundred babies every four or five weeks. The babies are born alive.

Father guppies are brightly colored. Their bodies and fins look like the rainbow. Mother guppies are a light brown. They have light green or yellow tails.

Guppies like food that is alive. They eat mosquitoes, small white worms, and flies. They will also eat dried shrimp or fish food from the store. Sometimes the father and the mother guppies even eat baby guppies.

Look at the outline on page 149. Then answer the questions below.

Checking an Outline

1. Where is the title of the outline placed? How is it written?

2. How many main points are there in the outline? Read them.

3. What kind of numbers are used to set off the main points?

4. What mark comes after each Roman number in the outline? Notice that the periods are exactly underneath each other.

5. With what kind of a letter does the first word in each topic begin?

6. Are there any periods after the topics?

Copying an outline (Written)

You will want to make an outline before you give your summaries. Copying an outline will help you to make your own. Copy the outline on page 149. After you have finished, check to see if your outline is exactly like the one in the book.

Do you need Practice I on page 165?

Making your own outline . (Study and writing)

Make an outline for a science report or a summary that you could give. Have a main point for each of the different parts of the report. Choose a topic which you are studying in school, or use one of the following:

1. Houseflies—how they do harm, what they eat, where they live, and how fast they grow

2. How seeds are carried—by wind, by water, by animals, by birds

3. What plants need—water, fresh air, food, sunlight

What will the title of your outline be?

Plan your main topics. Then write your outline. Check it by the questions on page 151.

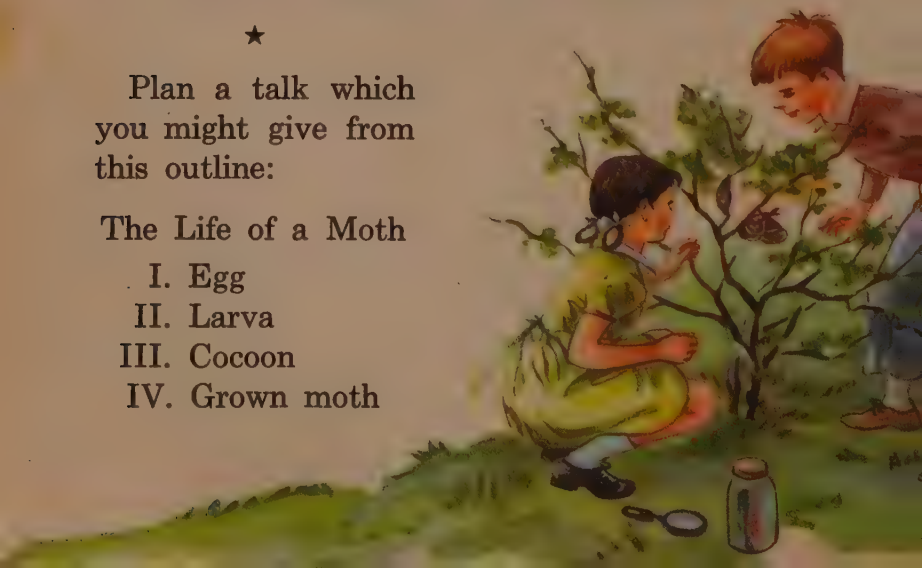
You may use your outline in planning a report for a school newspaper or for a program.



Plan a talk which you might give from this outline:

The Life of a Moth

- I. Egg
- II. Larva
- III. Cocoon
- IV. Grown moth



Reporting Experiments

Telling about your science experiment
 (Study and oral work)

Other pupils will want to know what you found out from your science experiment. You should be ready now to report your experiment.

Why is it very important to give exact facts when you are telling about an experiment? Why should you tell the facts in order?

The outline below will help you to organize your report. Plan to tell these three points about your own experiment.

My Experiment

- I. How I got my experiment ready
- II. What happened
- III. What the experiment shows

Will a picture or an object help to make your report clear?

Take turns giving your reports. What do you learn about science from the reports of experiments which different pupils have done?

Did each pupil follow the outline as he gave his report?



Draw a picture to go with the report of your experiment. Draw it carefully. The picture will help the pupils see what happened.

Writing up your experiment (Study and writing)

You can make a good science bulletin board if you put up records of the experiments which you did. Perhaps you can find pictures or diagrams to go with your reports.

How many main points will you write about in your report? Your report will be well organized if you write a paragraph about each of the three main points. What will you tell in each paragraph? How can you show where each paragraph begins? Will the report below help you?

Water and Ice

Does water or ice take up more room? My experiment will show you. First I poured water into a tin can until the can was exactly half full. Then I left the can outside where the water would freeze.

In the morning the water was frozen. The ice had pushed up in the middle. I made a little scratch on the can to show how far the ice went. It was higher than the half-way mark on the can. The bottom of the can was also pushed out.

This experiment shows that when water freezes, it takes up more room than it did before. It also shows why a glass will sometimes break if water freezes in it. Ice needs more room than water. It pushes against the glass until the glass breaks.

Ronald Cass

Using words correctly . (Study and oral work)

Did you use words correctly as you gave your report? Read the four sentences which follow. They are correct.

I found **this** cocoon on a lilac bush.

I saw **that** butterfly on a milkweed plant.

These science books show pictures of ants.

Those snails are much bigger than they were last week.

It is wrong to say: *this here, that there, these here, those there, and them there.*

Choose the right words in the sentences below. Read the sentences to yourself.

1. Mary likes (this, this here) turtle.

2. Do you think (these, these here) flowers will turn pink?

3. (That, That there) goldfish looks sick.

4. (Those, Those there, Them there) science books have good pictures.

5. Let's put (these, these here) riddles in our class science books.

Now think of sentences using these words:

this cocoon

these moths

that cage

those experiments

this shell

that bird

Read your sentences in class. Read those in the book, too.

Making a little dictionary . (Study and writing)

How do you remember the new words you learn in science or in your other work? Do you keep a little dictionary of the new words you learn?

Make a little booklet by folding sheets of paper into four parts. Clean, smooth wrapping paper will do.

You may plan your own cover for your dictionary. Write the title on the cover. Put your name on the first page.

In your little dictionary write words which you have learned in science or in other studies. After each word write the meaning. You may write the words and their meanings as these are written:

antlers, the horns of a deer
guppies, small tropical fish
rodent, a gnawing animal

How will you arrange the words in your little dictionary? Why? Check all spelling carefully.

★★

Look in the encyclopedia to find out something about each of the following animals:

sponge octopus cobra

Write one fact about each animal. Post your sentences on the bulletin board for others to read.

Finishing a Science Unit

Telling others what you have learned
 (Conversation)

What can you do to share your science information with others? Can you do one of the following?

1. Show a collection of science reports or summaries you have made.
2. Give a science program.
3. Plan a bulletin board of science pictures, reports, summaries, or questions.
4. Start a science museum.
5. Plan and set up a science exhibit in the hall for other children to see.
6. Have a class radio broadcast of things you have learned in science.
7. Do some experiments for another class.
8. Have a quiz program.
9. Make riddles about science topics.
10. Make a frieze about your science work.

Which activity would you like to do? Talk over ways in which you might finish your science unit.



Writing a letter (Written)

Who would be interested to hear about activities which you have been carrying on in science or in another subject? Would you like to send your reports of experiments to a classmate who is ill?

What school news would interest your friend? Can you tell about programs or exhibits you have seen? Can you tell about a trip which your class has taken?

Think of a friend who would like to get a letter from you. Plan a letter which will be interesting to that friend. Write your letter.

The questions on page 34 will help you to check your letter. Page 76 will help you address an envelope. Send your letter.

Dictation Exercise IV

Study the following outline carefully. Practice until you are sure that you can write the Roman numbers so that the periods after the numbers come under each other in a straight line. Notice where capital letters are used in the outline.

You will write the outline as your teacher reads it to you.

Our Trip

- I. Why we went
- II. Where we went
- III. What we learned
- IV. How we made a record



Activities to Plan and Do

1. Find in a science book an experiment which you might do. Copy the directions for the experiment. Take your paper home with you. Do the experiment at home. In class report what happens.

2. Find out how toads are different from frogs. Tell the class what you find out.

3. Find in the library a book about pets or about some other interesting science topic. Read it. Tell the class the name and the author of the book. Report one interesting fact which you learned from the book.

4. Start a collection of pictures to help you with your science work or your other school work. Make large envelopes in which to keep the pictures. Put pictures about one topic into each envelope.

Can You Use This Science Information?

The Diving Beetle

One of the most curious things that I saw on our trip was the diving beetle. The beetle was floating with his head under the water. I found out later that this insect has breathing tubes in the back end of his body. When it breathes, it puts its head under the water. The breathing tubes are open above the water. Before the beetle dives into the water, it closes the breathing tubes.

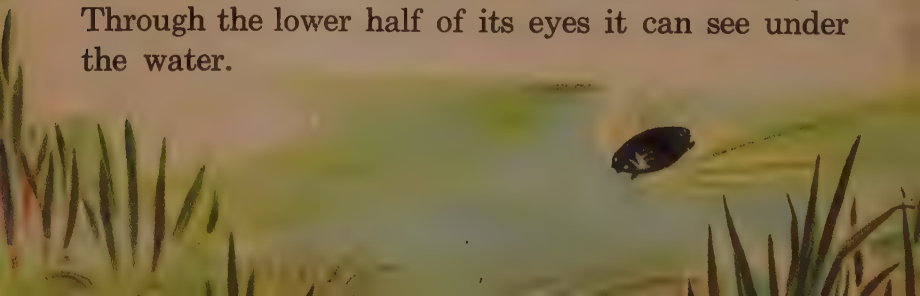
The diving beetle is very fierce and blood-thirsty. No small living thing in the water is safe from this insect. It even eats small fish.

The body of the beetle is shaped like a boat. Its hind legs are like paddles. You can see why the diving beetle is a good swimmer.

Whirligigs

Down at the river I saw a whirligig dancing and whirling in circles over the top of the water. Every little while the insect gave a tiny squeak. It made this squeak by rubbing the lower tip of its body against its wing covers.

A whirligig has wonderful eyes. It can see objects above the water through the top parts of its eyes. Through the lower half of its eyes it can see under the water.



Can you walk on stilts?



Self-Checking Test Number Two

Write a correct heading for this test. The subject is *Language*.

Remember to number your paper at the left as you begin each new exercise. Leave good margins.

1.

Choose the right word for the sentence below. Write it on your paper after the number 1.

Will you please (leave, let) me go with you?

Did you remember that we use "let" when we are asking for permission? (Score 1)

2.

Write the number 2 on your paper.

Find the mistakes in the following sentences.
Write the sentences correctly.

I sure hope that you can come.

Are these here pencils yours?

Did you use “surely”? Did you leave out the word “here”? Did you begin and end the sentences correctly? (Score 3)

3.

Find the words below which have more than one syllable. Write the words after the number 3. Put a hyphen in each word to show where it could be divided at the end of a line.

spider

mouse

toad

snake

goat

lobster

Did you choose the first and last words? Did you put the hyphen after the third letter in each of these two words? (Score 2)

4.

Find the mistake in the sentence below. Write the sentence correctly.

I like Spelling lessons.

Did you remember that the name of a school subject is not written with a capital letter unless it is used as a title? Did you write the sentence correctly? (Score 2)

5.

Which of the greetings below would you use if you were writing to Mr. Borden, whom you do not know well? Copy the greeting correctly.

Dear Friend,
Dear Mr. Borden,

Did you choose the second greeting? Did you use three capital letters? Did you put the right punctuation after the greeting? (Score 3)

6.

Which closing would you use if you were writing to a person whom you do not know very well? Copy the closing correctly.

Your loving friend,
With love,
Sincerely yours,

Did you choose the third greeting? Did you begin only the first word in the closing with a capital letter? Did you put the correct punctuation after the closing? (Score 3)

7.

Find in the sentence below a word which is not written correctly. Write it as it should be written.

Where are the pictures, mother?

Did you remember that the word "Mother" should be written with a capital letter when it is used instead of a name? (Score 1)

8.

Write the word that belongs in the sentence below.

Did you (here, hear) the fog-horn?

Did you choose the second word? (Score 1)

9.

Copy the following outline correctly:

Houseflies

- I. Where they live
- II. How fast they grow
- III. What harm they do

Did you copy the title correctly? Did you skip a line after the title? Did you put a period after each Roman number? Did you keep the periods in a straight line? Did you begin the first word in each topic with a capital letter? Did you remember not to put periods after the topics? (Score 6)

How Did You Make Out?

What was your total score on this test? A perfect score is 22.

If you made no mistakes, find a starred activity which you would like to do. If you made mistakes, turn to pages 165-169 and find the practice that you need.

Practice and Review Exercises

Are you doing well in your language work? Perhaps you need some of the exercises on these pages. Choose the ones that you need to work on. Try to do them without a mistake.

Practice I—Copying an Outline

Copy the outline below. Remember all the capitals and periods. Be sure to place the numbers and topics correctly.

Our Aquarium

- I. How big it is
- II. What fish are in it
- III. What plants are in it
- IV. How we take care of it

Practice II—Writing Names of Subjects

Fill in each blank in the sentences below with the name of a school subject. Write the sentences.

1. My class had a program about _____.
2. My _____ work is improving.
3. Our bulletin board has pictures about _____.
4. I missed two _____ problems.

Practice III—Using **Let** and **Let**

Write two sentences using **let**, meaning “allow.”

Write two sentences using **leave**, meaning “go away” or “go away from.”

Practice IV—Dividing Words into Syllables

Which of the words below can be divided at the end of a line? Copy these words and show where you would divide each one. Use a hyphen between the syllables.

market	rabbits	grasshopper
fish	bird	chipmunk
turtle	pets	walnut
violet	beaver	thrush

Practice V—Using Words Correctly

Read the sentences below, leaving out words which are not needed.

1. Have you read this here book?
2. Are those there pictures yours?
3. These here balls need mending.
4. I worked hard for that there answer.

Practice VI—Using Surely

Think of a sentence using each of the expressions below. Say your sentences to a partner.

surely is	are surely
surely cold	surely sings well
has surely	surely delicious

Practice VII—Using Hear and Here

Write three sentences using **hear**.

Write three sentences using **here**.

Practice VIII—Writing Greetings and Closings

Write the greeting and closing which you might use in a letter to each of the people listed below.

1. Grandmother
2. Bobby, your neighbor, who is sick
3. Miss Kane, whom you know very well
4. Mr. Cross, whom you do not know very well
5. Father

Practice IX—Writing *Mother* and *Father*

In which sentences below should the words *mother* or *father* be written with capitals? Write correctly the sentences which are wrong.

1. Is it time to go, father?
2. My mother has a new coat.
3. We asked mother to let us have a pet.
4. Jack and his father took a walk.

Review A—Finding Sentences

Decide how many sentences there are in the paragraph below. Then write the title and the paragraph correctly. Don't forget the comma in a series.

moisture

moisture is found in several forms, it may be found as water, moisture may freeze and become ice rain hail snow and dew are all forms of moisture

Review B—Keeping to the Topic

Find the sentence which does not belong in the paragraph below. Copy the sentence.

Porcupine Quills

A porcupine has a coat of long needles called *quills*. These quills have hooks on the outer end. If an animal touches a porcupine, the hooks catch in the animal and pull out. Most animals have coats of fur. Some people think that porcupines can throw their quills, but this is not true.

Review C—Finding Paragraphs

The report below should have two paragraphs. Copy the report, showing the two paragraphs.

My Goldfish

Mother bought my goldfish at the store. She bought two yellow fish and one that was black and yellow. Once a day I feed my goldfish. I give them fish food. My fish do not eat very much.



Review D—Using Words Correctly

Find the sentences below that have mistakes in them. Write the sentences correctly.

1. Mary surely sings well.
2. Will you leave me use your pencil?
3. We shall have to leave by two o'clock.
4. Me and Father made a boat.
5. Can you here the clock tick?
6. Yes, I can hear it.
7. Leave me go with you.
8. Why don't you let me try?
9. I sure like these pictures.

Review E—Improving a Report

Read the report below. Decide which words are not needed. Read the report aloud, leaving out words that are not needed.

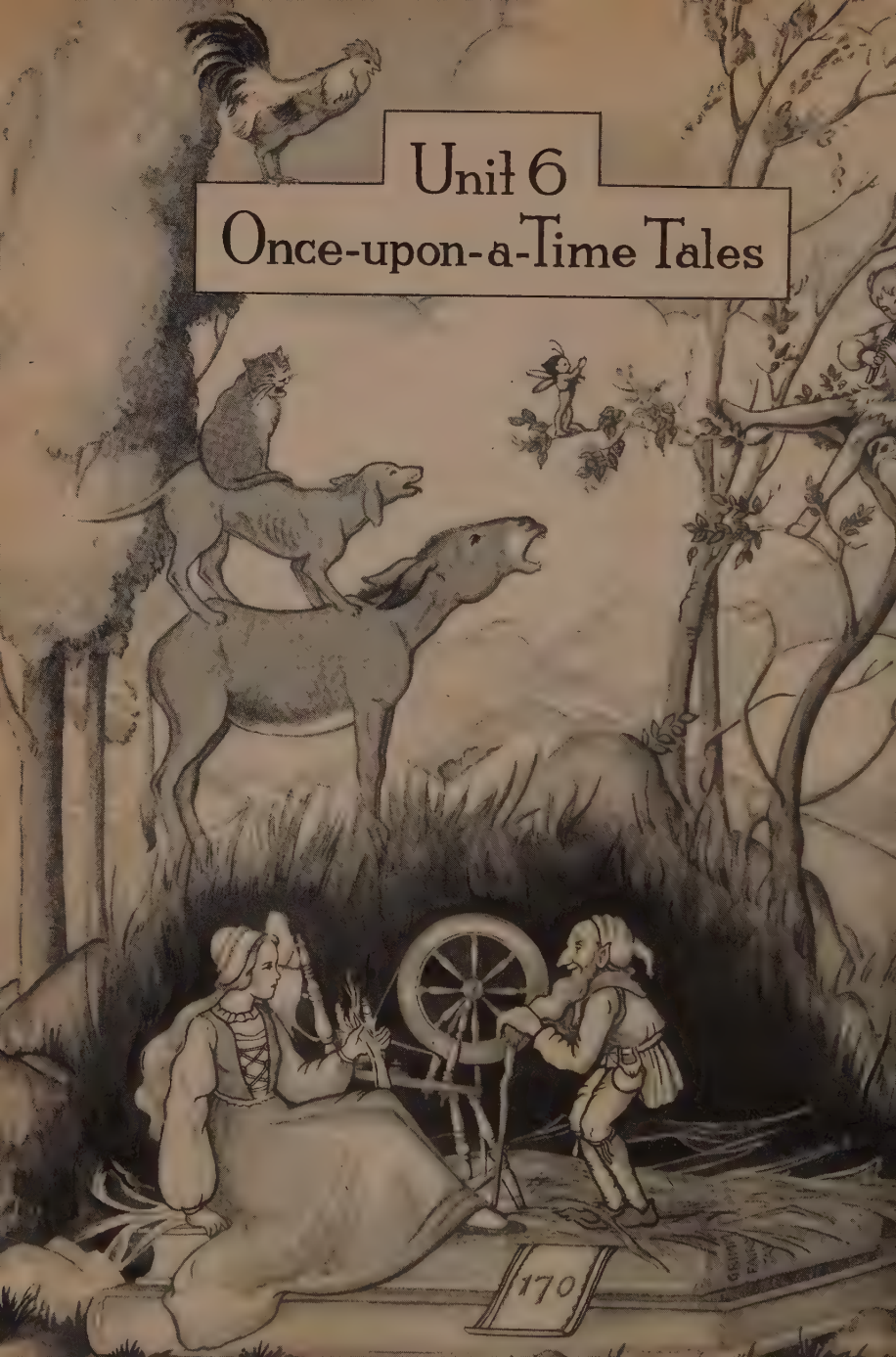
Silkworms

Why the Chinese raise silkworms to make silk and ~~women~~ take care of the worms day and night and they keep fresh mulberry leaves in the trays all the time. And-a the people who take care of the silkworms are paid very little. That is all.



Unit 6

Once-upon-a-Time Tales



Reading Stories

Enjoying a fairy tale (Reading and conversation)

Have you ever read the story “Rumpelstiltskin” or “The Fisherman and His Wife”? Then you have read stories so old that no one knows when they were first told. We call such stories fairy stories or folk tales.

Many fairy stories do not tell about fairies. They may tell about a witch, a giant, an ogre, an elf, or a person or animal with magic powers. The magic is used to help the poor and unfortunate, and to punish the selfish and proud.

Fairy stories were told again and again in the family by fathers, mothers, or visiting storytellers. Certain people who have heard these old tales have collected them, and have written them in books.

The story on pages 172–177 is taken from a book called Grimm’s *Household Stories*. Most boys and girls like it. Do you? Read it to see. Find out who had the magic power in this story, and how it was used.





Mother Hulda

A widow had two daughters. One was pretty and industrious, but the other was ugly and lazy. The ugly one was the widow's own daughter, and the widow loved her better than the other. The pretty one was made to do all the work and be the drudge of the house. Every day the poor girl had to sit by a well on the highroad and spin until her fingers bled. Now, it happened once that as the spindle was bloody, she dipped it into the well to wash it; but it slipped out of her hand and fell into the water. Then she began to cry and ran to her stepmother to tell of her misfortune. Her stepmother scolded her without mercy, and said in her rage,

"As you have let the spindle fall in, you must go and fetch it out again!"

The girl went back again to the well, not knowing what to do. In the despair of her heart she jumped into the well where the spindle had fallen. After that she knew nothing. When she came to herself, she was in a beautiful meadow. The sun was shining on the flowers that grew around her. She walked

on through the meadow until she came to a baker's oven that was full of bread. The bread called out, "Oh, take me out, take me out, or I shall burn; I am baked enough already!"

The girl drew near and took out all the loaves. She went farther on till she came to a tree weighed down with apples, and it called out to her,

"Oh, shake me, shake me, we apples are all of us ripe!"

She shook the tree until the apples fell like rain. She shook until there were no more to fall. When she had gathered them together in a heap, she went on farther. At last she came to a little house where an old woman was peeping out. The woman had such great teeth that the girl was terrified. She was about to run away, but the old woman called her back, saying,

"Why are you afraid, my dear child? Come and live with me, and if you do the housework well and orderly, I shall see that things go well with you.



You must take great pains to make my bed well and shake it up so that the feathers fly about, for then it snows in the world. I am Mother Hulda."

As the old woman spoke so kindly, the girl took courage and went to work. She did everything to the old woman's satisfaction. She shook the bed with such a will that the feathers flew about like snowflakes. She led a good life, with never a cross word. Every day she had roasted meat to eat.

When she had lived a long time with Mother Hulda, she began to feel sad, not knowing herself what ailed her. At last she began to think that she must be homesick; and although she was a thousand times better off where she was than she would be at home, yet she had a great longing to leave. At last she said to her mistress,





"I am homesick, and although I am very well off here, I cannot stay any longer. I must go back to my own home."

Mother Hulda answered,

"It pleases me well that you should wish to go home, and as you have served me faithfully, I will undertake to send you there!"

She took the girl by the hand and led her to a large door standing open. As the girl was passing through it, there fell upon her a heavy shower of gold. The gold hung all about her, so that she was covered with it.

"All this is yours, because you have been so industrious," said Mother Hulda. Besides that, she returned the girl's spindle, the very same spindle that had dropped into the well. Then the door was shut again. At once the girl found herself back again in the world, not far from her stepmother's house. As she passed through the yard, the cock stood on the top of the well and cried,

"Cock-a-doodle doo!"

Our golden girl has come home too!"

As the girl had returned covered with gold, she was well received by her stepmother.

Then the girl related all her history, and told what had happened to her. When the stepmother heard how the girl had received great riches, she began to wish that her ugly and idle daughter might have the same good fortune. So the other daughter was sent to sit by the well and spin. In order to make her spindle bloody she put her hand into the thorn hedge, and then touched the spindle. Then she threw the spindle into the well and jumped in after it. She found herself, as her sister had, in the beautiful meadow. She followed the same path, and when she came to the baker's oven, the bread cried, "Oh, take me out, take me out, or I shall burn; I am quite done already!"

But the lazybones answered,

"I have no desire to black my hands," and went on farther. Soon she came to the apple tree, which called out,

"Oh, shake me, shake me, we apples are all of us ripe!"

But she answered,

"That is all very fine; suppose one of you should fall on my head," and went on farther. When she came to Mother Hulda's house, she did not feel afraid, as she knew beforehand of the great teeth. She entered into Mother Hulda's service at once.

The first day she put her hand well to the work. She was industrious, and did everything Mother Hulda bade her because of the gold she expected. The second day she began to be idle, and the third

day still more so, so that she would not even get up in the morning. Neither did she make Mother Hulda's bed as it ought to have been made, and did not shake it for the feathers to fly about.

Mother Hulda soon grew tired of her, and gave her warning. The lazy thing was well pleased at this, and thought of the shower of gold that was coming. Mother Hulda led her to the door. As the girl stood in the doorway, instead of the shower of gold, she received a great shower of tar.

"That is the reward for your service," said Mother Hulda, and shut the door. The lazy girl came home all covered with tar, and the cock on the top of the well, seeing her, cried,

"Cock-a-doodle doo!

Our dirty girl has come home too!"

The tar remained sticking to her, and never, as long as she lived, did it come off.

Adapted from *Household Stories*, by Brothers Grimm.
By permission of The Macmillan Company, Publishers.



Think of stories in which the mean person was punished, or the good person was rewarded.

Do you know a story about a witch or a giant? Can you think of a story in which a person has been changed into an animal, but becomes human again because of somebody's kindness? What stories do the pictures on pages 170 and 171 suggest?

Reading a story orally . (Study and oral work)

It would be fun to read "Mother Hulda" aloud in class. Choose one person to read the part of the story which is not conversation. Other pupils may read what the different characters say. Remember that someone must read the part of "the bread" and of "the apples."

Practice reading the story to yourself until you can read any part of it aloud. Do you have trouble pronouncing any of the words below? Practice reading these words if you need to. Be sure that you say the ending of each of these words clearly.

- | | |
|------------------|------------------------|
| 1. roasted meat | 5. walked on |
| 2. full of bread | 6. drudge of the house |
| 3. dipped it | 7. gathered them |
| 4. jumped in | 8. peeping out |

Choose people to read each part of the story. Watch carefully so that you will not lose your place. Read your part when it is your turn.

Pupils who do not take part in reading the story, "Mother Hulda," may find another story to read.

Studying your own voice (Listening and discussion)

When you read aloud, do you speak just as though you were talking, or do you read along in one tone?

Listening to your voice as you read aloud will help you hear what your voice sounds like. Is your tone clear? Is your voice naturally low, medium, or high?

There are some people who always talk with much louder voices than they need. Do you like to hear a shrill voice? How does a whiny voice make you feel? Do you enjoy a squeaky voice? Have you ever noticed that some people always talk as though they had colds?

One way to hear different kinds of voices is to listen to the radio. Can you think of a radio announcer or star who has a pleasant voice? Discuss voices that the pupils like to hear on the radio.

When you hear a pleasant voice, try to make your own more like it. Do you think people get tired of hearing your voice, or do they enjoy it?



Find five stories that you would enjoy reading orally. Read the names of the stories to the class. The class may vote to choose a story to read. Practice reading your story until you can read it well. Your teacher may plan a time when you can read to each other.

Using a library card (Discussion)

Have you found many fairy stories and folk tales to read? Would you like to read more? Many times the public library has stories that you don't have in your school library. It may be fun to see what different fairy stories and folk tales you can find in the public library. Perhaps you can find stories for your science and social studies.

Almost all libraries have you fill out cards when you first ask to take out books. One kind of card is shown below. Study it.

Library Card			
Lincoln Public Library			
Name_____			
Grade_____		School_____	
Teacher's Name_____			
Parent's Name_____			
Address_____			
Date_____		Age_____	
Month	Day	Year	

Tell what you would put in each blank if you were filling out the card for yourself. Look at the card above to see how the date should be written.



Make a copy of the library card above. Fill in the blanks correctly. Show it to your teacher.



Making a list of stories . . . (Study and writing)

Here are tales from Grimm's *Household Stories*:

Hansel and Gretel
The Sleeping Beauty
Tom Thumb

The Goose Girl
Hans in Luck
Rumpelstiltskin

These are famous old stories which everyone should know.

Copy the titles of five of the stories above which you have read or would like to read. Writing the titles of stories will help you to remember them.

Write also the names of three other stories. Do these pictures suggest stories to you? What will you remember about writing titles?



Finding interesting expressions

. (Written and oral)

Do you know the poem "Once Upon a Time"?
Here is the first stanza:

The words I like to hear the most
Are "Once upon a time."

It doesn't matter what comes after
"Once upon a time."

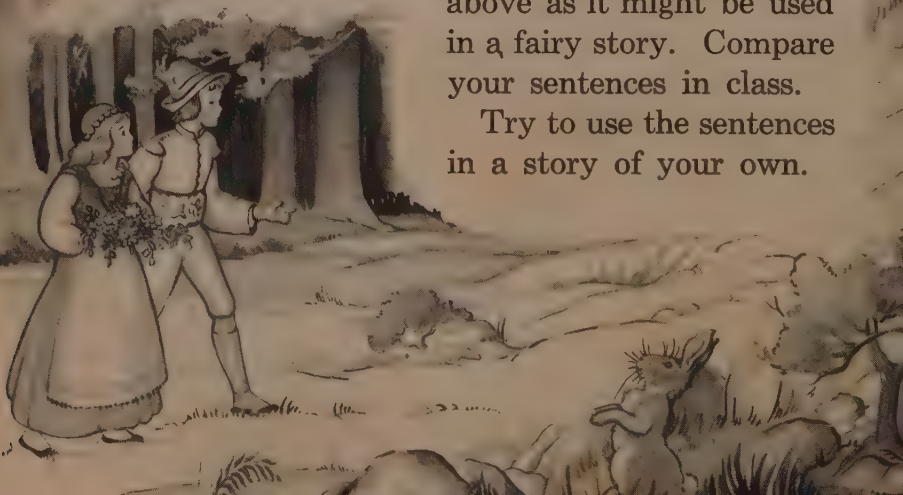
When you hear the words "Once upon a time,"
aren't you always eager to hear the story which
follows? Are there certain words or groups of
words that always remind you of stories? Have
you ever heard the following expressions?

- | | |
|-----------------|---------------------------|
| 1. in disguise | 4. long, long ago |
| 2. magic spell | 5. an enchanted castle |
| 3. cast a spell | 6. eyes as big as saucers |

What expressions can you add to this list?

Write sentences, using each of the expressions
above as it might be used
in a fairy story. Compare
your sentences in class.

Try to use the sentences
in a story of your own.





Using words correctly . (Study and oral work)

Below is part of a folk tale. Read it to yourself.

The children ran along the beautiful path.
They went farther and farther into the woods.
They had run down a little hill to catch a butterfly, when all at once Pat noticed that the sun had gone down behind the hill.

Do you notice that **ran** and **went** are strong words, and can be used alone? **Run** and **gone** need helpers, such as **have**, **has**, or **had**.

Choose the right word for each sentence below.

1. The children (ran, run) to the fire.
2. The fire had (gone, went) out.
3. Have you ever (run, ran) a mile?
4. Jack (ran, run) after the chicken.
5. Hasn't that boy (gone, went) home yet?
6. The clock has (run, ran) down.

Write four sentences using these words: **ran**, **run**, **went**, and **gone**.

Take part of your class time to read your sentences. Read the sentences in the book, too.

Telling Stories

Planning to tell a story (Study)

What kind of story do you enjoy most? Do you like a story in which there is a good deal of action or excitement? Do you enjoy a story in which there is conversation?

Can you think of a short story which would be interesting for others to hear? Perhaps you can find a story in your reader, in a library book, or in a magazine. You may make up a story to tell. If you make up a story, keep it short.

Plan to tell the class the story which you choose. Think of the steps in the story. Would the following steps help you to remember the story of the good sister in "Mother Hulda"?

1. Losing the spindle
2. Helping the bread
3. Helping the apples
4. Keeping house for the old woman
5. Getting the reward

These same five steps will help you to tell what happened to the bad sister.

Get the steps of your story well in mind so that you will not have to think of them as you tell your story. Use conversation to make your story seem more real. Try to show by your voice how each person felt. See what interesting expressions you can use. Don't let the story drag.

Telling your story (Oral)

See what a good time you can have with your storytelling. Help your listeners to enjoy your story as much as you do. Make them feel the excitement of the story. Help them to know the characters.

As you listen to a story, how can you help the storyteller? Can you watch the speaker? Should you ever whisper or fidget as someone is telling you a story? Keep your mind on the story, and you will enjoy thinking what may come next.

Judging your storytelling (Discussion)

Did everyone enjoy your story? Which of the standards below did you use as you told your story?

Storytelling Standards

1. Choose a short, entertaining story. Know the story well.
2. Speak clearly in an interesting voice.
3. Make your voice show how the characters in the story felt.
4. Use expressions and conversation which fit the story.

Ask the other pupils to tell you how you may improve your storytelling. What do you need to work on most?

Using *a* and *an* . (Study, writing, and oral work)

When Alice was telling her story, she said, "The old witch gave Snow White **an apple**." Notice that she said **an apple**, not *a napple*.

Do you know when to use **a** before a word, and when to use **an**?

Read the following words: an apple, an egg, an Indian, an onion, an umbrella.

We use **an** before words beginning with *a*, *e*, *i*, or *o*. We also use **an** before *u* if the *u* has a short sound as it has in *umbrella*. The letters *a*, *e*, *i*, *o*, and *u* are called *vowels*.

We use the word **a** before words beginning with all letters in the alphabet except *a*, *e*, *i*, *o*, or short *u*. The letters which are not vowels are called *consonants*. Do you know all the consonants? Say them to yourself.

Now study the list of words given below. Write the words, using **a** or **an** with each word.

- | | | |
|-----------|------------|-------------------|
| 1. plum | 7. orange | 13. ditch |
| 2. apple | 8. ant | 14. uncle |
| 3. coat | 9. toy | 15. elephant |
| 4. oyster | 10. bottle | 16. man |
| 5. eagle | 11. swing | 17. yellow orange |
| 6. paper | 12. tree | 18. Easter card |

Read your lists in class. When you read, be careful to say the **an** clearly. Do not say *a napple* or *a norange*.

Dramatizing a Story

Planning a play (Study and discussion)

Do you like to give plays? You can plan a play from a story which you have read. One group of pupils who had read "Hansel and Gretel" used the steps below in planning a play.

1. They decided on the number of characters they would need.

2. They decided how many scenes they would need for the play.

3. They planned where they would have the scenes.

4. They planned when each character would come on the stage, and what he might say. They did not learn their speeches "by heart," but each person planned carefully what he would say.

5. They decided who would take charge of the costumes and scenery needed for the play.

6. They planned to practice their play quietly in the hall during language time. In that way they would not disturb the other pupils, and the play would be more of a surprise for the people who were not taking part in it.

In planning to dramatize "Hansel and Gretel," the pupils chose these characters: a father, a mother, a witch, Hansel, and Gretel.

Practicing your play (Oral)

Use these standards as you practice your play:

Standards for Giving a Play

1. Have everything ready.
2. Take your places quietly.
3. Speak your part clearly.
4. If you forget your part or make a mistake, do not let it spoil the play. Go right on.
5. Forget yourself. Act as though you really were the character in the play.
6. Don't turn your back to the audience.



Make a list of interesting expressions that you find in your story-books. These books may help you.

<i>The Blue Fairy Book</i>	Andrew Lang
<i>The Cruikshank Fairy Book</i>	G. Cruikshank
<i>In the Days of the Giants</i> . . .	A. B. Brown
<i>Wonder-Story Books</i>	Huber, O'Donnell, and Salisbury

Giving your play . . (Oral work and discussion)

Give your play when you are ready.

What was good about the play? Would you like to put on this play for guests? Are there points you could improve before you give the play again?

Giving an Assembly

Planning a program . . . (Study and discussion)

Have you enjoyed studying folk tales? It would be fun to have an assembly and invite another class to hear the stories that you have enjoyed. What could you do besides telling stories to make your assembly interesting? Could you give your play? Could you sing songs?

The boys and girls in one room used the program on the next page when they were entertaining another room at a literature assembly. Read the program. Notice how it is written.

Discuss what entertainment you will have for your own program. Decide who is to do each part. The program may be written on the board. Plan when you will practice for your program.



Literature Assembly

2:00 P.M. Irving School May 16, 19—
Room 25

A song, <i>The Fairies</i>	Room 25
A story, <i>Hans in Luck</i>	Hazel Bates
Oral reading, <i>Mother Hulda</i>	Five boys
A dance, <i>Thorn Rosa</i>	Room 25
An original story, <i>The Boastful Giant</i>	Harold Haugen
A poem, <i>Fairyland</i>	Beatrice Lane
A play, <i>Hansel and Gretel</i> . .	Jack Harris
	Alice Brent
	Mae Crews
	June Murphy
	Peter Johns

Music from the opera <i>Hansel and Gretel</i>	Bill Tate
--	-----------

Stage Committee	Brenda Hall
	Jay Tabor
Clean-up Committee	Patricia Harris
	William Donovan

Copying a program (Written)

Copy your program carefully. Notice the form and spacing of the program above. Make enough programs for your guests.

Inviting your guests (Written and oral)

When you invite guests to your program, what four things will they want to know? Write your invitation. Look at the invitation on page 102 if you need help.

If you plan to give your invitation orally instead of writing it, you will want to tell the same four things. Your teacher may let the class try out to see who can give a good oral invitation. Listen carefully as the invitations are given. Decide who is to give the invitation to another class. Try to choose a pupil who has worked to improve.

Making final plans (Discussion)

What will you do if the following things happen while you are planning and giving your assembly? Discuss what you would do in each situation.

1. You want to borrow a phonograph record.

2. You do not get the part you want.

3. Someone lends you a costume.

4. One of the pupils who has a part on the program is sick.

5. Pupils from another room bring flowers for your assembly after you have already brought flowers.

6. There are not enough programs for the guests. Each pupil in the class has one.

7. Several pupils whisper while the assembly is being given.

Giving your assembly (Oral)

When you have everything ready, give your assembly. Watch the people in the audience to see whether everyone is hearing and enjoying your assembly.

In class discuss what part of the program your audience liked best. What made this part of your program a success?



You might surprise your mother by telling her the story of "The Fisherman and His Wife." Tell about catching the flounder, and about each of the five wishes of the greedy wife.

Dictation Exercise V

Study the following list of folk tales. You will write the list without looking at your book when your teacher reads it to you. You will write the title of the list, too. The names of the authors are not given because we do not know who first made up these stories.

What three things must you remember about writing titles?

Famous Folk Tales

The Three Brothers

Puss in Boots

Hans and the Golden Goose

The Sleeping Beauty

How Much Have You Grown?

The questions below will help you decide how much you have grown in your language work. Read the questions, and discuss them.

1. Is your voice more interesting to listen to than it was at the beginning of the year? How did you improve your voice?

2. What ways do you know to make a story interesting to your listeners?

3. How have you become a better listener than you were at the beginning of the year?

4. What have you learned about planning and giving a dramatization?

5. What words do you use better than you did earlier in the year?

6. What poems have you memorized this year?

7. Is it getting easier for you to introduce two people to each other? What are the points which help you most in making introductions?

8. In what ways do you use your language in your other classes? How has your language work helped you to make better reports or explanations in your other classes?

9. When you took an inventory of your language work at the beginning of the year, you listed in your language folder points which you needed to work on. Are you checking up on these points? What ones have you learned well? Do you need to add others that you want to work on now?

Activities to Plan and Do

1. Andrew Lang was a famous collector of fairy tales. Look for his books in the library. What interesting fact do you discover about the titles of his books?

2. Find a story to dramatize. Choose people for the play. Try to keep your play a secret from the pupils who are not in the play. Give your play some day in language time and surprise the class.

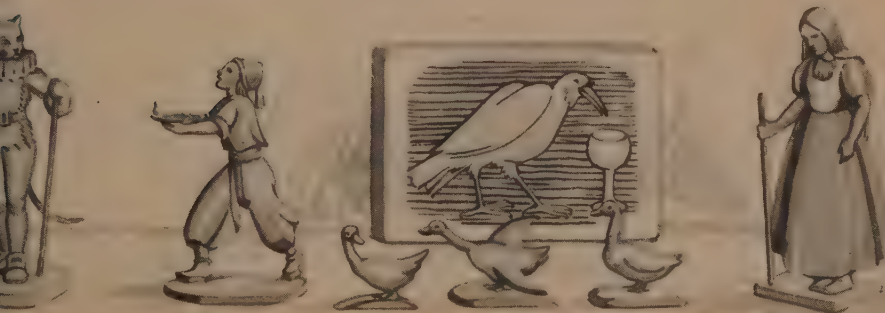
3. Find out who Hans Christian Andersen was, and how he happened to write his stories. Tell the class the story of his life.

4. Bring your class diary up to date. What important things have happened in your room lately?

5. Make a movie of your favorite fairy tale. Make pictures showing the different parts of the story. Paste the pictures in order on a long strip of paper. Use this paper for a film.

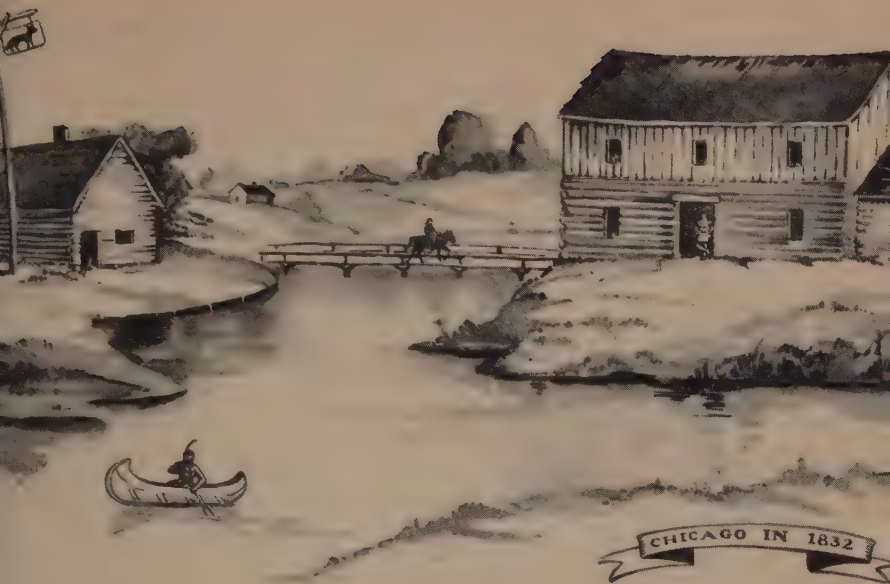
The pictures on pages 274 and 275 will show you how to make a movie box, how to get your film ready, and how to show your pictures.

Tell your story with your pictures.



Unit 7
In Pioneer Days

CHICAGO TODAY



Setting Up a Problem

Finding facts in pictures . (Study and writing)

Here are two pictures of one of our largest cities. What is the title of the first picture? What does the second picture show?

What do you notice about each of the following things in the first picture: (1) the size of the town, (2) the roads, (3) the kind of travel, (4) the number of buildings, (5) the kinds of buildings?

Write five sentences telling facts you can learn from the picture about Chicago in early days. Proofread your work by the points on page 24.

In class read the sentences which you wrote. Did the other pupils give the same facts that you gave?

Talking about early days . . . (Conversation)

Talk with your classmates about these questions:

What did your part of the country look like before white men settled there? How did the country look in pioneer days? Were the first roads where the highways are today?

How old is your state? When did people first settle your part of the country? Why did they come? What did they bring with them into the new land? How did people make a living?

Have you ever seen any of the furniture, dishes, or clothing of olden times? Why do these seem strange to you? What are some of the things that you enjoy today which the pioneers did not have?

Raising and organizing questions (Oral and written)

What unit is your class studying now in social studies? Are you studying a topic from a geography book? Are you studying a unit about foods, transportation, or the farm? Perhaps you are finding out how people lived in other days.

In class make a list of questions that you would like to answer about the topic which you are studying. If you decide to study about pioneers, you might have several questions about each of these: food, clothing, homes, schools, travel, or games.

Put together the questions about the same topic. Make a copy of the questions.

Using words which sound alike

. (Study and writing)

Below are two questions about pioneers.

1. How did pioneers make **their** furniture?
2. Are **there** any early settlers who are still alive?

Do you see how the words **their** and **there** are used in these sentences? Do you know how to use these words correctly?

The word **their** means "belonging to them." Think of sentences in which you would use **their**.

✓The word **there** is used in such expressions as "there is," "there are," "is there," "are there." The word **there** also means "in that place." Think of two sentences using **there**.

Study the following sentences carefully. Decide whether you would use **there** or **their** in each blank. Copy the sentences correctly.

1. The boys put on ——— fur caps.
2. ——— are markers along the highway.
3. The men saddled ——— horses.
4. Is ——— any cornbread left?
5. Can you be ——— by three o'clock?
6. We went to see ——— new cabin.

Now write two sentences using **there**, and two sentences using **their**. Your teacher will correct your paper.



Finding and Reporting Information

Deciding how you will find information . . .
 (Discussion)

How do you start your work to find the answers to questions raised in class? Does the whole class try to find the answer to every question, or do you divide the work? Perhaps one pupil or a committee answers the questions on one topic.

In what different ways do you find information? Are there people who can help you answer your questions? Will pictures give you information? Can you find information by trying things out for yourself? Does the radio ever help you to answer your school questions? Have you ever seen movies that helped you answer questions you had raised?

In class decide exactly how each pupil or committee will look for the answers to questions which you have asked in social studies. What do you plan to do as your part of the work?

If you study about pioneers, the following books will help you. If there is an index in the book you choose to read, use it.

Books about Pioneers

<i>Log Cabin Days</i>	Blaisdell and Ball
<i>Dancing Tom</i>	Elizabeth Coatsworth
<i>Copper-Toed Boots</i>	Marguerite de Angeli
<i>Log Cabin Family</i>	Madeline Horn
<i>Bears of Blue River</i>	Charles Major
<i>Smiling Hill Farm</i>	Mirian E. Mason
<i>Adventuring in Young America</i>	McGuire and Phillips
<i>Letters of Polly the Pioneer</i> .	Stella H. Nida
<i>Singing Wheels</i>	Mabel O'Donnell
<i>On the Banks of Plum Creek</i>	Laura I. Wilder

There may be some books in your own school about the history of your state. There may be stories about pioneers in your readers.

Find out all you can about your topic. You will report later.



Make a list of the different ways that people have used for getting light. Discuss your list in class. Can anyone add to your list?

Making an outline. . . . (Study and writing)

Do you know how to make your reports so interesting that others will want to listen? The next lessons will help you to give a good report.

One of the best ways to make a good report is to organize it carefully. Do you remember how to make an outline? Turn to page 151. Review the points there if you need to.

Make an outline for your own topic in social studies or for one of the topics below. The topic will be your title. Where will you put the points under the topic? How will you number them?

Making woolen cloth — shearing sheep,
washing wool, combing wool, spinning, weav-
ing

Making candles — gathering grease, col-
lecting ashes, making lye, cooking soap

Clearing forest land—cutting trees, haul-
ing logs, pulling out stumps, burning brush

Your teacher may have some of the best outlines written on the board. If you need practice in out-
lining, take Review A on page 228.

Changing the beginnings of sentences (Study and writing)

You have already learned that a report may give good information, and yet may not be interesting because all the sentences begin in the same way. Sometimes changing the order of the words in a

sentence will keep your report from sounding tiresome. Notice the following sentences:

The pioneer found it difficult to travel because there were few roads.

Because there were few roads, the pioneer found it difficult to travel.

Both of these sentences say the same thing, but the order of the words is different. Notice the comma in the second sentence. When the order of the words is changed in this sentence, a comma is needed. When you are writing about pioneers, you don't want every sentence to begin the same way, do you? Below are sentences from reports. Can you change the order of the words in the sentences?

1. The pioneer often mended his own shoes because there were few cobblers.

2. The pioneer was sure of fuel and shelter where there was timber.

3. The pioneer needed little money since there were few things to buy.

4. The pioneers set up a scarecrow in the fields after the corn was planted.

Copy the four sentences above, changing the order to make them more interesting. Now read the sentences to yourself. Can you tell where to put the comma in each sentence?

Take turns reading your sentences in class. Do you need Practice VI on page 226?

Planning and giving your report (Study and oral work)

For several days you have been finding information on your topic. You have studied several lessons which should help you give a good report. Organize the information. Plan carefully the points you will tell. Make an outline if you need to. Now practice your report as you will give it. Try to have different beginnings for sentences.

As reports are given in class, listen for good organization and for interesting sentences.

What information do you learn from the reports?

Using words correctly . . . (Written and oral)

When you are reporting information, do you always use the word **learn** correctly? Do you know the difference between the words **teach** and **learn**?

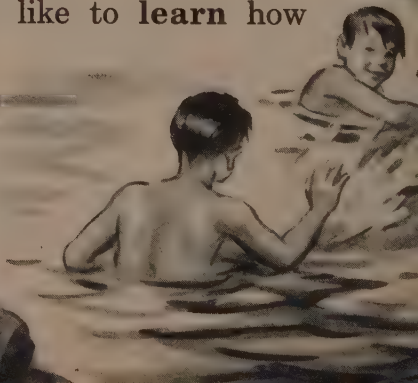
Study the sentences below. They are correct.

"I didn't know that you could knit," said Alice.

"I just **learned** how last week," replied Betty. "Mother **taught** me."

"Do you think you could **teach** me?" asked Alice. "I should like to **learn** how to knit."

Do you see that others can **teach** you, but that you **learn** for yourself?



Now fill in each blank below with **teach** or **learn**, **taught** or **learned**. Notice that there is no such word as *teached*. Say the sentences to yourself.

1. Will you please ——— me to knit? I should like to ——— how.

2. Books ——— us many things. We ——— much by reading.

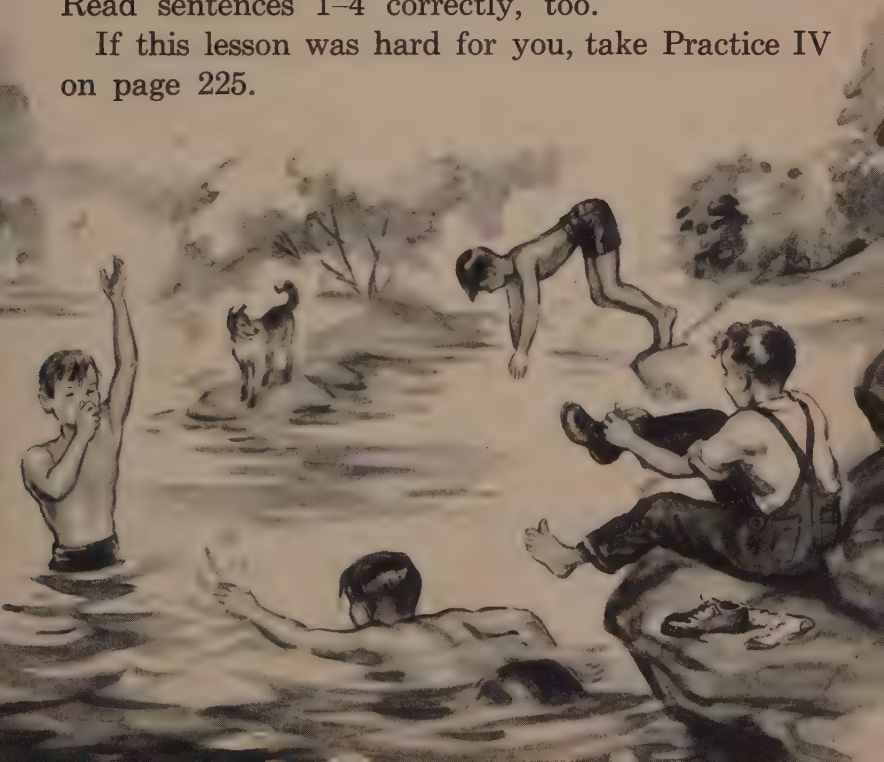
3. Many pioneer children ——— how to swim.

4. Have you ever ——— to skate? My big brother ——— me to skate in Minnesota.

Write sentences using each of the following words:
teach, learn, taught, learned.

In class read the sentences which you wrote.
Read sentences 1–4 correctly, too.

If this lesson was hard for you, take Practice IV on page 225.



Telling original stories . (Study and oral work)

Do you think that the pioneers had exciting times? Think of some unusual or exciting things which might have happened in early days. You have learned many facts about pioneers. Can you use these facts in a story? The suggestions given below may help you.

Lost in a Blizzard

A warm day—snow clouds rising—a wind—the storm — losing directions — walking for miles—a light

A Bear Story

Listening to bear stories—going to the neighbor's house—coming home in the dark—a huge shape—running—the sound of a cowbell

An Indian Raid

A lonely cabin—father in town—one gun—Indians in sight—hiding in cellar—Indians stealing food—the rescue

You may make up a story in connection with your own social studies.

Use the standards on page 185 as you plan and practice your story.

Listen in class to see which stories are especially good. Try to decide what made them good. Could you tell these stories yourself sometime?



Activities in School

Planning a chart (Discussion)

One class was trying to find out how the pioneers got light in their homes. They decided to make some candles as the pioneers did. But the candle-making in this class was a sad experience. Things seemed to go wrong from beginning to end.

"Perhaps we were too eager to get started before we had made good plans," said the teacher. "What have you learned today that will help you with your next activity?"

The pupils discussed what they could do to improve their activities. Then they made a chart like the one on the next page.

When We Have an Activity

- 1. We plan carefully what materials we shall need.*
- 2. We try not to disturb anyone as we work.*
- 3. We divide the work so that each one knows what to do.*
- 4. We keep ourselves and our schoolroom clean and neat.*

What is the title of the chart? What can you say about the margins? What makes this a neat chart? Why are the suggestions good ones?

Does your class need a chart like the one above? Where could you keep such a chart? When would you use the chart?

Perhaps there are other large charts or posters which your class would like to make. Could you make a chart of health rules? Could you put on a

chart some helps for using the library? Maybe your class could make a chart of suggestions for using the playground.

In class discuss what kind of a chart you will make. Choose a good title for your chart.

Now decide how you will make your chart. How large will it be? What materials will you need? Who can write or print the rules neatly?

Choose a committee to make your chart. If you want several charts, choose a committee for each chart. Pupils who are not working on the chart may do starred activities.

Planning your own activity (Writing and discussion)

Do you do any of these activities in your school: sew, cook, build things with carpenter tools, model with clay, make puppets, plan and give plays, build model airplanes, or make furniture? If you have studied pioneer history, perhaps you have made candles or butter. You may have popped corn or dried apples.

Make a list of five activities that you think your class might do. Read and discuss your lists in class. When might you do some of these activities? Use the suggestions on your own chart or those on the chart on page 208 to help you with your activity.

One activity which many pupils enjoy is holding an exhibit. The lessons which follow will help you to have a good exhibit.

Holding an Exhibit

Talking about an exhibit . . . (Conversation)

Were your great-grandmothers or your great-grandfathers pioneers in your state? You may have in your home some of the pioneer articles which they once used. Perhaps you know where there are some old candle molds, or a three-legged frying pan. Have you ever seen a spinning wheel or an old-fashioned churn? Could you have an exhibit of pioneer articles?

If you are studying another unit in geography or history, you might plan an exhibit to go with your own work. You might show models of transportation, objects from some foreign country, or things which you have made in school. In class decide (1) what articles you will show, (2) where you will get these articles, (3) when you will have an exhibit, and (4) where you will have your exhibit.

Planning a talk about an article . . . (Study)

Decide what article you can bring to school for your exhibit. If you cannot find a pioneer article, bring something else that you can talk about.

You will find many interesting things to tell about your exhibit. Try to answer the questions which people might ask about the article. They might ask: (1) What is the article? (2) Where did it come from? (3) How old is it? (4) Of what use is it?

One boy brought an old tin lantern to school. He showed it to the class and gave this talk about it.

A Pioneer Lantern

This old lantern was hanging on a nail in my grandfather's barn. It is almost a hundred years old. My great-grandfather used to put a lighted candle inside the lantern. The light came through these tiny holes in the lantern. You can see that it didn't give much light. My grandfather gave the lantern to me because I am his oldest grandchild.

Find sentences in this talk which answer the four questions on page 210.

Plan a talk to go with your own article. Perhaps your teacher will let you write your explanation instead of giving it. Then you can post your explanation near the article.



Write a letter to your grandmother or to a friend, telling something interesting you have learned about pioneers or about some other topic in your social studies. Proofread your letter by the points on page 34. Page 76 will help you to check the address on your envelope.

Saying words clearly (Oral)

Were you careful to say words clearly as you gave your reports? Can you say **hundred** correctly?

Practice saying these words to yourself:

hundred	not <i>hunderd</i>
children	not <i>childern</i>
introduce	not <i>interduce</i>

Read the words below to yourself. Be sure to say each part distinctly.

company	surprise	geography
correct	poetry	arithmetic
library	suppose	February

In class take turns making sentences, using the words above. Take time to review other words which have been giving you trouble. Do you have a list of speech words in your language folder?



Being courteous at an exhibit.

. (Study and writing)

There may be some articles in your exhibit which should not be handled. You may decide that you need a sign like the one in the picture below.

Have you ever seen a sign like the one below in a museum or in a store?

Even if there are no signs at an exhibit, why should you be careful about handling articles? Do you think something might get broken? Might something get lost? How might exhibits be spoiled by dirty hands?

Write three rules about handling things which do not belong to you. The questions above will help you to think of rules.

Proofread your work. Is every rule a sentence? Did you begin and end each rule correctly?

Place a copy of the best rules near your exhibit.



Giving your exhibit (Oral)

Have your exhibit when you are ready. Answer questions and make explanations courteously.



Make a list of signs which you have seen in stores, museums, or other places. Have any other pupils seen these same signs?

Adding to your little dictionary . . . (Written)

Take time now to pick out for your little dictionary words which you have learned in your social studies lately. Write the meanings after the words. Turn back to page 156 if you need help. Your teacher will check your work before you put it in your little dictionary.

Studying an announcement

. (Study and oral work)

In one class Jack Bolt brought an old map to school. The pupils in Jack's class planned to put the map on an easel bulletin board near the door. The next day they sent an announcer to each of the rooms. The announcer said:

Jack Bolt brought a very interesting old map to school. It shows our town when it was first being settled. The map will be placed on a bulletin board near the door of Room 17. It will be there for one week. You

may look at it before or after school. Please do not touch the map. It is old and will tear easily.

Now answer these questions:

1. Did the announcement tell *what* the article was? Read that part.

2. Did it tell *where* it would be shown? Read the sentence.

3. Which sentence tells *when* the map will be in the hall?

Every announcement tells at least these three things: *what*, *where*, and *when*.

What do the last two sentences in Jack's announcement tell?



Giving an announcement . (Study and oral work)

What interesting things did you have in your exhibit? Choose an article that you think other pupils might like to see. Plan an announcement telling *what* you are going to show, and *where* and *when* you will show it.

Take turns in class giving the announcement that you planned. Listen to see whether each announcement is clear. Choose someone to make the announcement in the other rooms.

Using words correctly . . (Study and oral work)

In your reading about pioneers you may have found sentences like the ones below.

The settlers **took** their grain to the mill.

The pioneers **drank** well water.

The words **took** and **drank** do not need helpers.

The words **taken** and **drunk** always need helpers.
What helpers could be used with these words?





Read the following sentences to yourself, choosing the right word for each sentence:

1. Margaret has (took, taken) her map home.
2. Have you ever (drunk, drank) pop?
3. We (drank, drunk) some the other day.
4. Betty's dog has (took, taken) a prize!
5. River water was sometimes (drank, drunk) by pioneers.
6. Early pioneers (drank, drunk) little tea.

Make up sentences using **took**, **taken**, **drank** and **drunk**. With which words will you use helpers?

In class give the sentences you made. Then read the sentences in the book.

Do you need Practice VIII, page 227?



Using the apostrophe to show ownership . . .
 (Study and writing)

Below is an explanation one girl wrote for her exhibit.

This is my grandmother's shawl. My great-grandmother made it. The shawl is over one hundred years old. Please handle it carefully as you look at it.

Ann Reed

Read the first sentence in Ann's report. Find the words *my grandmother's shawl*.

The apostrophe has a special use in the word *grandmother's*. It is used to show ownership or possession. For example, *my grandmother's shawl* means "the shawl belonging to my grandmother."

To show ownership, we write the word *grandmother* and then add an apostrophe and s ('s).

Notice this sentence:

The pioneer's moneybag was made of leather.

The *pioneer's moneybag* means "the moneybag belonging to the pioneer."

The following sentences were taken from explanations which pupils wrote about their exhibit articles. Take turns reading them. Tell the meanings of the words written with apostrophes.

1. This was my grandmother's porridge dish.
2. My uncle's dog dug up this arrow-head.
3. This inkwell was made from a cow's horn.
4. Allan's knife is very sharp.

How would you write each of the following in the short way to show possession?

1. the coat of my sister
2. the tail of the dog
3. the smile of my mother
4. the hat belonging to Bill
5. the dress belonging to Mary
6. the basket belonging to the kitten

Write the exercise. Remember to write first the word which shows the owner, and then add an apostrophe and s ('s) to the word. The first one will be, *my sister's coat*. How can you check your work?

Take Practice VII on page 226 if you need it.

Telling What You Have Learned

Planning and giving a program (Discussion and oral work)

Can you have a program telling information you have learned in social studies? You might like to have a make-believe radio broadcast.

Can several pupils make up a play using facts you have learned? Can someone tell a story? Do you know any pioneer songs such as "Seeing Nellie Home" or "Wait for the Wagon"?

Who can give interesting reports of information? Maybe someone can report on your exhibit.

Plan your program. Give it when you are ready. Pupils who do not take part in this program may be in another program soon.

Dictation Exercise VI

Study the following report very carefully. You will write it without looking at your book when your teacher reads it to you. Notice the commas. Where will you need an apostrophe?

Dipping Our Candles

As soon as the wax melted, we started dipping candles. We dipped the wick quickly into the melted wax. Some of the wax stuck to the wick. As the wax cooled, it became hard. The candles became larger each time they were dipped. Bob's candles were largest.

Activities to Plan and Do

1. Find a story-book about pioneers. Bring the book to class. Tell the name of the book, the name of the author, and something interesting about the book.

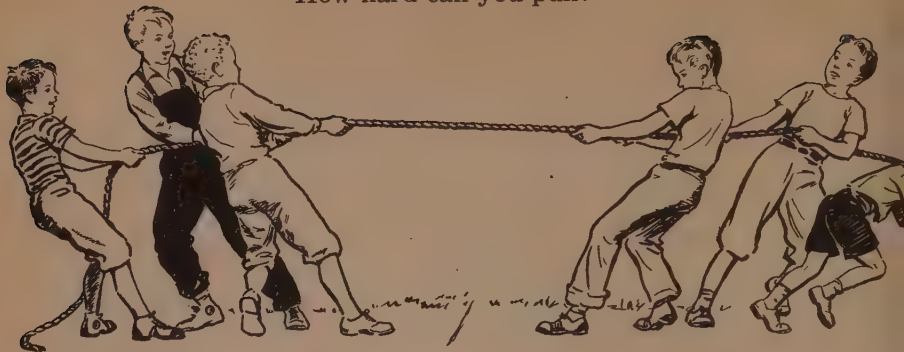
2. Plan a bulletin board of pictures about your work in social studies or about something else which you are studying in school. Under each picture write a question for the other pupils to answer.

3. Look for one of the following roads on a map in your history book: *Wilderness Road*, *Oregon Trail*, *Santa Fe Trail*. Use the index to help you find the map. Mark one of these trails on a blank map of the United States. Show your map and tell about the trail.

4. Plan a play about something you have learned in social studies. If you give a pioneer play, the picture below will help you to plan your costumes. Choose classmates to help you. Give your play when your teacher says you may. The steps in planning a play are given on page 187.



How hard can you pull?



Self-Checking Test Number Three

Write the correct heading for this test. The subject is *Language*. Number your paper for each exercise as you write it.

1.

Write this sentence correctly after the number 1:

I ate a egg for breakfast.

Did you remember to use the word “an” before a word beginning with a vowel? Did you copy the sentence correctly? (Score 2)

2.

Find the mistakes in the sentences below. Write the sentences correctly.

Have you went to the circus?

Bill has ran three races.

Did you remember that “went” and “ran” never need helpers? Did you use “gone,” and “has run” or “ran”? Did you begin and end both sentences correctly? (Score 3)

3.

Write correctly the title below.

jack and the beanstalk

Did you have two capital letters? Did you remember not to put a period after the title? (Score 2)

4.

Change the order of the words in the sentence below. Write the sentence.

The wheels turn when the wind blows.

Did you begin your sentence with the word "when"? Did you remember to put a comma after the word "blows"? Did you begin and end the sentence correctly? (Score 3)

5.

After the number 5, write the correct word for the sentence below.

Will you (teach, learn) me how to swim?

Did you remember that others can teach you but that you must learn for yourself? (Score 1)

6.

Write the sentence below, putting in the mark of punctuation that has been left out.

Ruths hat is new.

Did you put an apostrophe between the word "Ruth" and the "s"? Did you write the sentence correctly? (Score 2)

7.

Copy this sentence, choosing the correct word:

(Their, There) cabin is made of logs.

Did you choose the first word? Did you write the sentence correctly? (Score 2)

8.

Choose the correct words for the sentences below. Write the sentences on your paper.

He had just (took, taken) a nap.

Have you (drank, drunk) your milk?

Did you choose "taken" and "drunk"? Did you begin and end the sentences correctly? (Score 2)

9.

Show on your paper how you would correct the mistakes below.

John has an old watch have you seen it

Did you make two sentences? Did you write the statement correctly? Did you write the question correctly? (Score 3)

How Did You Make Out?

Was this test easy for you? Did you get a perfect score of 20? Correct your mistakes. If you need practice, turn to pages 225-229 and find the exercise which you need.

Practice and Review Exercises

Find on the following pages the exercises which will help you most in your own work.

Practice I—Using **A** or **An**

Write these words, using **a** or **an** before each one:

- | | | |
|-----------|-------------|-------------|
| 1. apple | 4. eraser | 7. monkey |
| 2. peach | 5. coat | 8. elephant |
| 3. pencil | 6. umbrella | 9. oval |

Practice II—Using **Ran** and **Run**

Write three sentences using **run** with a helper.

Write three sentences using **ran** without a helper.

Practice III—Writing Titles

Find the titles below which have mistakes in them. Write them correctly.

The Brave Tin Soldier
the boy and the Parrot
cinderella and the glass slipper
The sons of the Desert
Little Tom Thumb

Practice IV

Using **Teach**, **Learn**, **Taught**, **Learned**

Write a sentence for each expression below.

- | | |
|------------------|------------------------|
| 1. Mary learned | 4. teach the boys |
| 2. teach me | 5. taught his brothers |
| 3. Father taught | 6. my dog learned |

Practice V—Using **Went** and **Gone**

Write three sentences using **went**. Then write sentences using **gone** with each of the following helpers: (1) has, (2) had, (3) have, (4) could have, (5) should have.

Practice VI—Changing Sentence Beginnings

Read the sentences below. Then change the order of the words in each sentence so that the sentence begins in a different way. Don't forget the comma in each sentence.

1. You should roll yourself in a rug if your clothing catches fire.
2. The pioneers did well in the new land even though there were many hardships.
3. The children became excited as the fire engine dashed down the street.

Practice VII—Using the Apostrophe

You have learned that an apostrophe is used to show ownership. Copy the sentences below, putting in the apostrophes where they belong.

1. Have you seen Henrys new baseball?
2. The cats face was scratched.
3. A flys feet are sticky.
4. Will you please bring me the babys coat?

Now make up two sentences of your own, using these words: *kitten's*, *child's*.

Practice VIII—Using **Drank** and **Drunk**

Choose **drank** or **drunk** for each sentence below.
Write the words in a list.

1. Who has ——— all the ice water?
2. The dog eagerly ——— at the stream.
3. The pop was all ——— before you came.
4. The baby ——— a cup of milk.
5. The children ——— at the fountain.

Practice IX—Using **There** and **Their**

Copy the following sentences, using **there** or **their** in each blank:

1. The dogs trotted behind ——— masters.
2. ——— are two announcements today.
3. We were invited to ——— play.
4. The boys made ——— own costumes.
5. Are ——— any sandwiches left?

Practice X—Writing Sentences

Write the following run-on sentences correctly:

1. The map is ready where shall we put it?
2. Harold has a powder horn it is very old.
3. Bear-hunting was exciting Bob was very happy to be asked to go with the men.
4. The baby had a warm fur coat his bonnet was made of squirrel skin.
5. Pioneer boys had to work hard they had little time for play.

Practice XI—Using a Hyphen

Which of the words in the list below could you divide at the end of a line? Write these words with a hyphen to show where each one can be divided.

- | | | |
|-------------|---------------|------------|
| 1. birthday | 4. grocer | 7. cart |
| 2. song | 5. snapdragon | 8. singing |
| 3. monkey | 6. torpedo | 9. thorn |

Review A—Outlining

Copy the topics below as an outline. Use capital letters, Roman numbers, and marks of punctuation where they are needed.

hardships of early travel

poorly marked roads

steep hills

bog holes

fallen trees

few bridges

Review B—Finding Sentences in a Paragraph

Read the paragraph below. Decide how many sentences there are in the paragraph. Then write the title and the paragraph correctly.

raising cotton

cotton is raised where there is little frost
cotton plants need rich soil and much rain it
takes more than six months for a cotton
plant to ripen

Review C—Using Words Correctly

Write correctly the sentences below that have mistakes in them.

1. Betty has eaten her breakfast.
2. The milkman has came with the cream.
3. I seen the airplane races.
4. My father he gave me a watch.
5. John don't have a bicycle.
6. She began to practice her music lesson.
7. This here box is heavy.
8. We done all the decorating.
9. My father doesn't go to movies.
10. Was you at the show?

Review D—Using Commas

Copy these sentences correctly, putting in commas where they belong:

1. When the sun shines through falling rain a rainbow appears.
2. I need a new tablet a pencil and a pen.
3. Bob Grace and Bill are on a committee.
4. If people obeyed traffic laws there would be fewer accidents.
5. We planned stories reports and songs.

Unit 8

Sharing Your Fun





Having Hobbies and Clubs

Talking about hobbies (Conversation)

What do you like to do in your spare time? Do you have any interesting hobbies? What things do you do especially well?

Can you sing or play an instrument? Do you work puzzles? Do you sew or cook? Do you have animal pets? Do you draw or paint? Do you collect anything, such as stamps, rocks, or coins? Are you a good swimmer? Do you build model airplanes? Do you like to dress up and give plays?

Talk about your hobbies in class.

Do you hear about any unusual hobbies? Are any other pupils interested in your hobby?

Using words correctly . . . (Written and oral)

When you talked about your hobbies, were you careful to use words correctly? Perhaps you used sentences like these:

These old books **have no** dates on them.

These old books **haven't any** dates on them.

It is wrong to say:

These old books *haven't no* dates on them.

Words like *no*, *nothing*, *never*, *none*, *not*, and contractions ending in *n't* are called *negatives*. We usually do not use two negatives in one sentence.

Decide which word belongs in each sentence below. Use just one negative in each sentence.

1. The poor girl hadn't (no, any) coat.
2. There (isn't, is) nothing to be done.
3. Betty hasn't (any, no) stamp book.
4. There aren't (no, any) tacks in the box.
5. There isn't (no one, anyone) at home.
6. I didn't get (any, no) ink for our posters.
7. The storekeeper didn't have (any, none).

Write the sentences correctly. Check your sentences as you read them aloud in class. Do you need Practice VI on page 257?



Writing the names of clubs . (Study and writing)

To what clubs or groups do you belong? Do you ever have to write notices or letters for your group? Read the notice below.

Notice

The Hobby Club will hold a meeting Wednesday afternoon at three o'clock in Room 7.

Harriett Bangs, *Chairman*

What information did Harriett tell in the announcement? Find the *what*, *when*, and *where*.

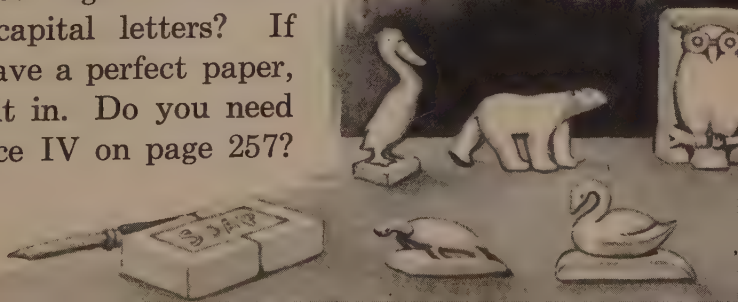
How did Harriett write the name of the club? The names of groups or clubs are written with capital letters, just as other names are. Write the six names below.

- | | |
|----------------------|--------------------|
| 1. poetry club | 4. bird study club |
| 2. library committee | 5. sewing club |
| 3. boy scouts | 6. airplane club |

Now write the names of two other clubs or groups. Be sure to spell every name correctly.

Proofread your work.

Did you begin the names with capital letters? If you have a perfect paper, hand it in. Do you need Practice IV on page 257?





Enjoying Jokes and Riddles

Learning to tell a joke. (Study)

Everybody likes a good joke. Do you know many good jokes? Have you ever heard this one?

“Oh, Mother, I saw a blacksmith who makes horses,” said Billy.

“Are you sure of that?” asked his mother.

“Yes, I’m sure. The man was just nailing on the back feet,” replied Billy.

Do you think a joke can be funny if it makes fun of another person or hurts his feelings? Why is it better not to tell jokes about a person’s religion or beliefs?

Think of a good joke to tell the class. You may find jokes in a magazine. Perhaps you have heard a good joke over the radio. You may tell one of the three jokes on page 252. Practice saying the joke to yourself. These standards will help you as you practice.

Standards for Telling Jokes

1. Know the joke so well that you will not have to say "and-a" or "well-a" between sentences.
2. Use conversation if it makes the joke sound funnier.
3. Don't tell the funny part until the end.
4. Don't spoil your joke by laughing as you tell it.

Telling jokes (Oral work)

Tell your jokes in class. Ask the class to judge how well you used the standards given above. Try to remember the best joke you hear. Perhaps you can tell it at home tonight.



Plan a telephone conversation. Pretend that you are telephoning a friend to tell him about a meeting. Choose a partner to dramatize the conversation with you in class.

Writing conversation . (Study with your teacher)

If you keep a collection of the best jokes you hear, you will not forget them. Then you will always have a funny story to tell. This lesson will help you to copy jokes correctly.

Read the following joke:

“Why does an Irishman tap a salt-shaker with the first finger of his right hand?” asked Marjorie.

“I don’t know,” replied Helen.

Marjorie answered quickly, “To get the salt out.”

In the joke above, the exact words of the speakers are given. The exact words of a speaker are called a *direct quotation*.

Find the exact words which Marjorie used in her question.

Read the exact words which Helen replied.

Read the exact words in Marjorie’s answer. How many direct quotations are there in the joke above?

Find these little marks (“ ”) around each of the three direct quotations above. These marks are called *quotation marks*. They are placed before and after a direct quotation.

How does each direct quotation begin in the joke given above? Notice that two of the direct quotations in the joke come at the beginning of the sentence. Where does the quotation begin in the third sentence in this joke?

A direct quotation always begins with a capital letter, no matter where the quotation comes in the sentence.

How are explanatory words such as “replied Helen” and “Marjorie answered quickly” set off from the direct quotation? A quotation is usually separated from the rest of the sentence by a comma. When the explanatory words come after a question, a comma is not needed.

Find the question mark in Marjorie’s question. Where is it placed? The question mark which belongs with a direct quotation is always placed inside the quotation marks.

Below are rules which will help you to write or copy direct quotations.

Writing Direct Quotations

1. Put quotation marks before and after the exact words of each speaker.
2. Begin every direct quotation with a capital letter.
3. If the quotation is a question, put the question mark inside the quotation marks.
4. Use a comma to separate the direct quotation from the explanatory words unless the explanatory words come after a question.

Find examples of direct quotations in your books. Did the writer use the four standards above?

Copying a joke (Written)

The following joke is not written correctly. What has been left out? Copy the joke, using quotation marks where they are needed.

Where can I buy a bird like that? asked Bill.

James replied jokingly, Maybe you can raise one from bird seed.

Check your work. Did you put quotation marks around the exact words of each speaker? Did you begin each direct quotation with a capital letter? Did you put the question mark inside the quotation marks in the first sentence? Did you put a comma after *jokingly* in the second sentence?

Do you need more practice in writing direct quotations? You will find help on page 255.

You may decide to copy one of the jokes on page 252. Be sure to copy capital letters and marks of punctuation exactly as they are given.

Enjoying riddles (Oral)

Do you like riddles? Have you heard a good one lately? Perhaps you have heard these riddles:

Riddle me, riddle me, what is that?
Over the head, and under the hat?

What lives in winter, dies in summer,
and grows with the roots upwards?

Think of a riddle which you could tell the class. Plan just how you will ask the riddle. Don't tell enough to give away the answer.

Take turns giving your riddles in class. Do you hear any riddles that you could tell to your friends?

Making Words Work for You

Using picture words (Written and oral)

Do you know an old poem which begins this way?

One misty, moisty morning
When cloudy was the weather

Can you see what kind of a day it was? What is the weather like today? Read the expressions below. Would they help you to tell what kind of a day it is?

1. air (chilly, clear, moist)
2. clouds (heavy, gray, soft, white, high)
3. wind (gentle, tugging, sudden, biting)
4. sunshine (dim, sparkling, brilliant)
5. rain (pelting, silvery, pounding, soft)

Write a paragraph of several sentences about the weather today. Use some of the expressions above or think of better picture words.

Read your paragraphs to each other in class. Did you learn new picture words about the weather? When can you use these words?

Using action words (Written and oral)

Do you know anyone who can tell a story so well that you can almost see what happened in the story? Read this sentence:

The girls ran merrily down the hill.

Do you get a picture of the girls? Can you see them running? The word *ran* is an action word.

Read the sentences below. Notice what different pictures you get if you use different action words.

The girls skipped.

The girls strolled.

The girls rushed.

Good action words help to make your sentences interesting. This lesson will help you to choose action words and use them in sentences.

Read each column of words below.

Who or what

1. bent old man
2. frightened cat
3. happy children
4. tired fireman
5. silent burglar
6. striped snake

Did what

- hobbled
- stumbled
- glided
- frolicked
- scurried
- tiptoed





Write sentences using the words in the column that is marked *Who or what*. What action word might tell what the “bent old man” did? Perhaps you could use one of the words in the second column. The picture on these pages may suggest action words. Each of your sentences should make a good picture. Your first sentence might be:

The bent old man hobbled across the street.

In class take turns reading your sentences. Do you hear some interesting sentences?



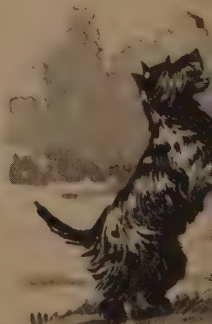
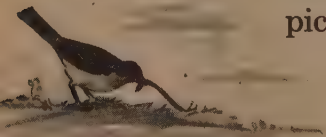
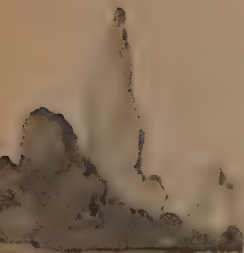
Write five words which would make good pictures with the word *snow*. One word might be *glittering*. What others can you think of?

Planning a description . . . (Study and oral work)

Have you seen anything lately that seemed to leave a picture in your mind? Have you seen anything exciting or funny? Perhaps you remember a scene from a movie. You may remember some ordinary thing which you have seen, such as a cat crossing a muddy road. These pictures may remind you of something that you can describe. Can you tell about something you have seen so that others will get the picture that you remember?

Plan to describe just one thing which you have seen. Think of the picture and action words which you will use. It may help you if you make a list of these words first.

In class, practice telling what you saw. Is your voice pleasant? Are you improving in giving talks? Give your description at home tonight. Can you make your family see the picture you describe?



Getting rid of overworked words

. (Written and oral work)

The word *nice* is really an overworked word. It is used so often that it has little meaning.

Read the sentences below.

1. We had a nice time.
2. She has a nice garden.
3. We saw a nice sunset.
4. Betty is a nice hostess.
5. Alice is nice about helping.
6. Mother baked a nice cake.

Try to think of a better word than *nice* for each of the sentences above. You may think of some of the following:

pleasant	brilliant	agreeable
thoughtful	charming	delicious
polite	colorful	kind

Write the sentences as you have changed them.
Read your sentences in class.

Try to use in your conversation some of the words you used today. Think of exact words. Get rid of *nice*.



The word *awful* is an overworked word. Make a list of words which you might use in place of *awful* in these expressions: awful storm, awful problem, awful story, awful job.

Storytelling

Planning a story (Study)

Bill was a good storyteller. One day he told this story to the class:

Mother thought that we were spoiling our cat, Fluff. She decided to teach him some manners. Fluff was not supposed to go into the living room from the hall. Every time he stepped off the hall rug to cross the floor into the living room, Mother spanked him.

Last night Mother said that she finally had taught Fluff not to leave the hall. She said that he just sat in the hall and wouldn't go into the living room.

She called us into the hall to see. Fluff sat on the very edge of the hall rug looking into the living room. Suddenly he backed up a little and jumped. He did not touch the floor, but sprang from the rug in the hall to the one in the living room. With his tail waving, he walked slowly to the fireplace and settled down. Mother thought he was so smart that she didn't even scold him.



Have you ever heard of a cat as smart as Fluff? Can you think of a pet story which you could tell to the class? You may tell about something clever or funny that the pet did. The beginnings below may help you to think of stories.

Tommy was interested in snakes. He had built a wire cage just outside his window. When he wished to feed the snakes, he opened the window and pulled up the sliding door on the cage. One night, his brother called him as he was feeding his pets. He ran away without closing the sliding door.

The dog stirred and woke from sleep. There was a strong smell of smoke in the house. He was frightened and barked loudly. No sound came from his master's room above.

If you do not want to tell a story about a pet, think of something else which will make an entertaining or funny story. Be sure to keep your story short and simple. See page 185 for helps on storytelling. Practice until you are sure of your story and can tell it in a natural, pleasing voice.

Telling your story (Oral)

Tell your stories in class or in groups. Can you keep the pupils interested? Ask them to tell you how you could improve your story.

Saying words clearly (Oral)

An interesting speaker says his words clearly. Do you? The beginnings of the following words sometimes give people trouble. Say the words. Be sure to say the first syllable right.

expect explain eleven

Read the paragraph below. Say each word clearly.

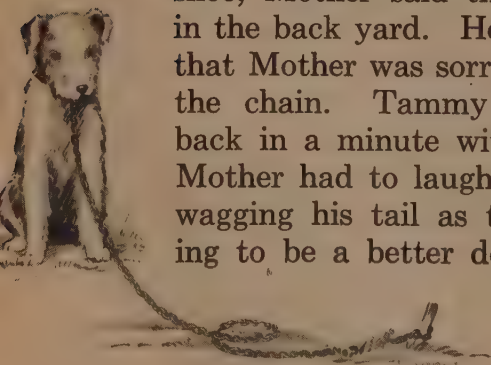
The **engine** on the new train was run by electricity. There were **eleven** cars on the train. **When** the **whistle** blew, the train started. You should **have** seen it go!

Using exclamations (Study, writing, and oral work)

Have you ever had a puppy that carried things off? The story below tells one way in which you might have cured him of his habit.

A Naughty Puppy

Tammy was a naughty dog! He was always in some mischief. After he had dug up the flowers and carried off the baby's shoe, Mother said that he must be chained in the back yard. He looked so sad, tied up, that Mother was sorry for him. She took off the chain. Tammy trotted off and came back in a minute with the lost shoe. Even Mother had to laugh as Tammy stood there wagging his tail as though he were promising to be a better dog.



When you are excited or angry, frightened or pleased about something, you show your feelings by your voice. But when you write, how can you show excitement? Look at this sentence:



Tammy was a naughty dog!

Do you see the mark (!) at the end of the sentence? This mark is called an *exclamation point*. It is used after a written exclamation. An exclamation is a word or a group of words that shows strong feeling.

When you use the exclamation point after words or sentences, the person who is reading can see the excitement in the words.

How would you read the examples below?

- | | |
|----------------|---------------------------|
| 1. Hurrah! | 3. The snake has escaped! |
| 2. Be careful! | 4. How my ankle hurts! |

Now write three exclamations of your own.

Take turns reading your exclamations in class. Make your voices show the excitement.



Look in your reader and find three exclamations. Copy them and bring them to class. Read your exclamations in class. Make your voice show the excitement of the words.

Using words correctly . . (Study and oral work)

Notice the following sentences:

1. There is a mad dog loose in town.
2. There are three policemen looking for him.

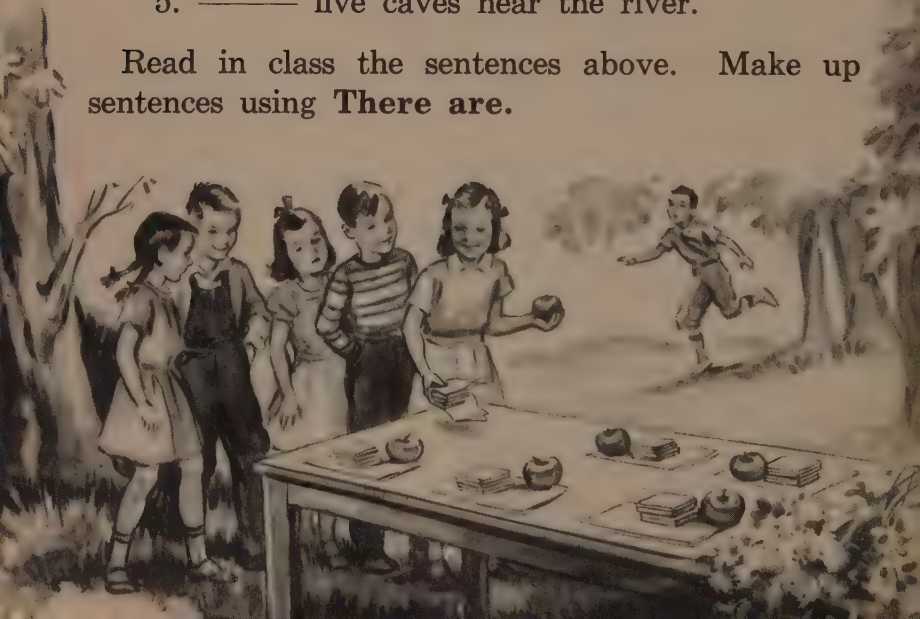
Do you see that we use **there is** when we are talking about one person or thing, and **there are** when we are talking about more than one?

When would you use **is there** in a question?
When would you use **are there**?

Decide whether you would use **There is** or **There are** in the following sentences:

1. ——— a letter for you on the table.
2. ——— two maps on the wall.
3. ——— many flowers in bloom.
4. ——— a new road to Logan.
5. ——— five caves near the river.

Read in class the sentences above. Make up sentences using **There are**.





Writing a story (Written)

You have heard some good stories, haven't you? Who would enjoy your stories?

Maybe you could send some of your stories to a hospital for a sick boy or girl to read. A play-mate who is sick at home might enjoy your stories. You might make a scrapbook at school for stories and poems which your class has made up. If each person writes the story which he told, you will have a good collection.

Write your story. Perhaps you can write a story different from the one that you told in class. Try to use an exclamation to interest your reader. Make your story short. Tell just one thing.

Proofread your paper by the points on page 29. A committee may choose the stories to be sent.



To whom will your class send the stories that you wrote? Plan a letter explaining how these stories were written. If your letter is a good one, it may be sent with the stories.

Dictation Exercise VII

Study carefully the story below. You will write it later as your teacher reads it to you.

How many paragraphs are there in the story? Where do you find a quotation? Don't forget the comma between the quotation and the rest of the sentence. Begin the quotation with a capital letter. Use quotation marks.

How will you write the exclamation? How will you write *Mother* as a name?

The Cure

"We must cure our puppy of chasing cars," said Mother.

One day our puppy rushed at our car. Father stepped on the gas and drove right toward the puppy. What a scare that puppy got! He never chased another car.

(Your name)

This is a hard dictation exercise. If you write it without a mistake, you are doing well.

Activities to Plan and Do

1. Plan a hobby show. Bring to school things which you make or collect. You may have such things as stamp books, model airplanes, bird houses, butterfly books, puppets, colored stones, shells, or drawings. Can you bring a pet?

Plan a short talk about your hobby. Give your talk at the show.

2. Make a booklet in which you can keep copies of good jokes. If you find jokes in a magazine that no one wants, you may cut out the jokes and paste them neatly in your own booklet. Then you will always know where to find a good joke to tell. You may plan a bulletin board of good jokes.

3. Find or make three pictures which show the kind of weather you are having. Think of a name for each picture. Show your pictures and give the names in class. Do the other pupils think you chose good names?

4. Make notes about funny things which happen to you, and which you want to remember to tell.





How Is Your Funny-Bone?

The owner of a place was amazed to see a workman walking along one hot day, all bundled up.

“Why on earth do you wear so many clothes?” he asked.

The workman replied, “I have to paint the fence, and the label on the paint can said that I would get the best results if I put on three coats.”

“You have named all the domestic animals but one. Who can tell me what that one is?” asked the teacher.

There was silence in the room.

The teacher cried, “What? Does no one know? Now think hard. This one has bristly hair, is fond of dirt, and likes to get into the mud.”

A timid little boy raised his hand.

“Please, sir, do you mean me?” he asked bashfully.



“Your hair wants cutting badly, sir,” said a barber to his customer.

“No, it doesn’t,” replied the customer. “It wants cutting well. You cut it badly last time.”



How far can you swim?

Self-Checking Test Number Four

Write a heading for this paper. The subject is *Language*. Number your paper for each exercise as you write it.

1.

Copy this sentence correctly:

The bird study club will meet today.

Did you use three capital letters for the name of the club? (Score 1)

2.

Copy the words which are correct for the sentences below.

Bill doesn't belong to (no, any) club.

There (is, are) ten girls in our club.

Did you remember not to use two negatives in the same sentence? Did you choose "are"? (Score 2)

3.

Write the sentence below. Use the correct punctuation mark.

What a terrible storm it was

Did you remember that an exclamation must be followed by an exclamation mark? (Score 1)

4.

Copy the action word in the sentence below.

John slipped into his seat

Did you choose the second word in the sentence? (Score 1)

5.

Copy the following sentence correctly:

Be sure to come home right after school, said Mother.

Did you remember to put quotation marks around the words that Mother said? Did you begin the quotation with a capital letter? Did you use a comma to separate the quotation from the rest of the sentence? Did you put a period at the end of the sentence? Did you begin "Mother" with a capital letter? (Score 5)

6.

Copy the following sentence correctly:

Why is the sky blue? asked Bobby.

Did you put quotation marks around the exact words that Bobby said? Did you begin the quotation with a capital? Did you put a question mark after the question? Did you put the question mark inside the quotation marks? Did you put a period after the word "Bobby"? Did you begin Bobby's name with a capital letter? (Score 6)

When you copy the sentence below, leave out the overworked word.

Helen is a (nice, friendly) girl.

Did you use "friendly" in your sentence? Did you write the sentence correctly? (Score 2)

How Did You Make Out?

What was your test score this time? A perfect score is 18. If you made any mistakes, correct them. Do you need any of the exercises on pages 255-259? If not, you may do one of the activities on pages 250-251.

Practice and Review Exercises

Perhaps you need to review. Why not do the exercises on these pages even if you have made few mistakes lately?

Practice I—Writing Quotations

Copy the sentences below, putting in quotation marks where they belong. Use capital letters where they are needed.

1. We are late already, said Ellen.
2. Dad remarked, It is getting colder.
3. Grace asked, Who is going with us?
4. How soon can you get here? asked Bob.
5. The ice cream is ready, said Mother.
6. May I have some now? asked Harris.

Practice II—Using Picture and Action Words

The sentences below can be improved in two ways. First, find better action words than the ones used in the sentences. Second, add picture words to make the sentences more clear. Write the sentences, improving them. You may use the words below the sentences.

1. The ——— milkwagon *went* down the street.
2. The ——— boys *came* into the small room.
3. Into their hole *went* the ——— mice.
4. The ——— flower *grew* on the stem.

Action Words

floated
scampered
clattered
disappeared
drooped
crowded

Picture Words

weary
delicate
fleeing
noisy
curious
frightened

Practice III—Punctuating Sentences

Decide whether each sentence below is a statement, a question, or an exclamation. Copy the sentences, using the right punctuation.

1. How it rained
2. How old is Helen
3. There were six cars and one truck
4. What do you think of this plan
5. The tiger has escaped
6. What a beautiful sunset we saw
7. Ants are busy insects

Practice IV—Writing Names of Clubs

In each sentence below there is the name of a club. Write the name of the club correctly.

1. Do you know someone in the boy scouts?
2. My mother belongs to the outlook club.
3. My sister belongs to the campfire girls.
4. The swimming club meets next week.

Practice V—Using **There Is** and **There Are**

Ask someone to listen to you as you read these sentences correctly:

1. There (is, are) six buds on our primrose.
2. There (is, are) sixty seconds in a minute.
3. There (is, are) a holiday soon.
4. (Is, Are) there any cookies?

Practice VI—Using Negatives

Choose the correct word for the sentences below. Write the words in a list.

1. I haven't (any, no) book to read.
2. We aren't going (anywhere, nowhere).
3. Don't try (any, no) tricks here.
4. Didn't Henry bring (anything, nothing)?

Practice VII—Getting Rid of *Nice*

Think of another word for *nice* in each sentence below. Write the sentences you make.

1. This is a nice picture.
2. It is nice out today.
3. We had a nice lunch.
4. The postman is nice to us.

Review A—Using Words Correctly

Choose the correct word for each sentence below.
Write the words in a list.

1. My brother (learned, taught) me to skate.
2. Have you (taken, took) your music lesson?
3. I have (drank, drunk) orange juice every morning this week.
4. I saw (a, an) ant with (a, an) egg case.
5. Dick (ran, run) in the relay race.
6. Have you (ran, run) around the new track?
7. Father has (gone, went) to New York.
8. I (drunk, drank) John's milk by mistake.

Review B—Using the Apostrophe

Copy the sentences below, putting in the apostrophes where they belong. When you have finished, give a reason for each apostrophe which you used.

1. I havent seen Marys doll.
2. Janes costume isnt ready.
3. They havent found Billys dog.
4. The kittens claws are sharp.
5. Didnt you hear Jacks announcement?

Review C—Writing Titles

Copy these titles correctly in a list:

1. how i made my kite
2. the blue teapot
3. peter pan and wendy
4. my first train ride

Review D—Writing a Friendly Letter

What are the five parts of a friendly letter? Can you place and space them correctly? Copy the following letter. Use the letter on page 74 to help you check your letter.

april 6, 19-- , 687 west ninth street brooklyn
new york dear paul mother asked me to tell
you that the book you wanted will not be
here for two weeks will that be too late for
you to use it? your brother bob

Review E—Changing the Order of Sentences

Read the sentences below. Then change the order of the words so that each sentence begins in a different way. What mark of punctuation will you need in each sentence?

1. The farmers were glad when it rained.
2. Be sure to put out your fire after you picnic in the woods.
3. Pour hot coffee over ice when you want to make iced coffee.
4. Salmon go up-stream to lay their eggs in the spring when the rivers are high.

Review F—Using Words That Sound Alike

Make a list of words which sound alike but are spelled differently, such as **there**, **their**.

Unit 9

Book Friends around the World



Finding Book Friends

Enjoying a poem . . . (Listening and conversation)

Do you know any poems about books? Perhaps you have read a poem like the one on the next page. Listen as your teacher reads it to you.



Open Roads

The roads of the world are open
When you carry a book with you.
You have beckoning paths to follow
And interesting things to do.

You can ride on a Chinese house-boat,
Go skating in Amsterdam;
Or make your way through the jungles
Of the Congo, or far Siam.

You can see Swiss cattle grazing
High on the upland plain,
Or enjoy a gay fiesta
On the streets of sunny Spain.

You can travel to India, Russia,
To Persia, or Timbuktu,
For the roads of the world are open
When you carry a book with you.

Norma Gillett



Have you ever read books which told about any of the places mentioned in the poem on page 261? Do you know any stories about Eskimo children or Dutch children? Have you read stories of China or Japan? What adventures have you enjoyed through your reading of books?

Talk with the other pupils about books which you and they have read and liked.

Writing a class poem. . (Discussion and writing)

Can you write a class poem about books? Do you think books might be like any of these: magic keys, sailing ships, winding road, open gates? These first lines may help you to think of a poem:

Upon the good ship, Book, I stand,
— — — — —

Book-land is very strange and wide,
— — — — —

Try to find lines which fit the thought and rhythm of the lines on page 262. Your class may want to make an original poem instead. Your teacher will write the poem on the board.

Copy the poem. Page 57 will help you.



Find an interesting poem about a book. Prepare it carefully and read it to the class.

Enjoying a book map (Conversation)

Would you like to live where some of your book friends live? How would you like to live up in the Swiss mountains that Heidi loved so well? Would it be fun to play with Dutch children in Holland?

Do you know the countries in which your book friends live? Can you find book friends on the map, page 260? Can you find Nanette? Where does she live? Can you find Peter Pan?

What other book friends do you have whose pictures could be on the map? In class take turns telling each other about your book friends.

Give the name of the book which tells about each friend. Tell who wrote the book. The teacher will make a list of the books and authors for the class.



Making a list of books . . . (Written and oral)

Below are the names of some book friends. How many do you know?

Donkey John of Toy Valley
Nanette of the Wooden Shoes
The Little Swiss Woodcarver
The Eskimo Twins
Herdboy of Hungary

Copy from the list the titles of the books which you have read. If you have not read any of these books, copy the titles of four books which you think you would like to read. Add to this list the names of two or more books which you have read in the last year. What three things must you remember as you write the titles?

Read your lists in class. Do the other pupils know and enjoy your book friends? Which books are the favorites of your class?



Library cards are usually filed alphabetically by the last name of the author. In what order would you file cards for books by these authors? Write the last names in alphabetical order. Ask your teacher to check your paper.

Dinah Muloch Craik
Abbie Farwell Brown
Virginia Olcott
Jacob and Wilhelm Grimm

Andrew Lang
Rose Fyleman
Dorothy Rowe
Sir James Barrie

Recommending Books

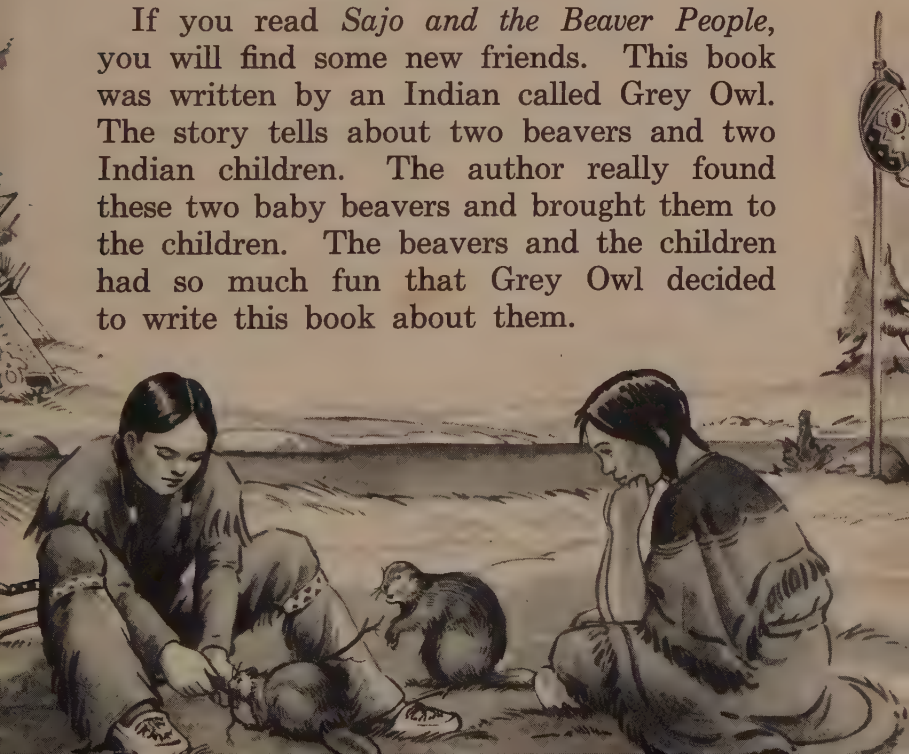
Studying a book recommendation (Study and writing)

Some boys and girls do not know how many good books there are to read. What book have you read that you liked very much? Do you think your classmates would like it? Could you recommend this book so that they would want to read it?

Below is a recommendation that one boy gave. Does it make you want to read about Sajo and his friends?

Sajo and the Beaver People

If you read *Sajo and the Beaver People*, you will find some new friends. This book was written by an Indian called Grey Owl. The story tells about two beavers and two Indian children. The author really found these two baby beavers and brought them to the children. The beavers and the children had so much fun that Grey Owl decided to write this book about them.



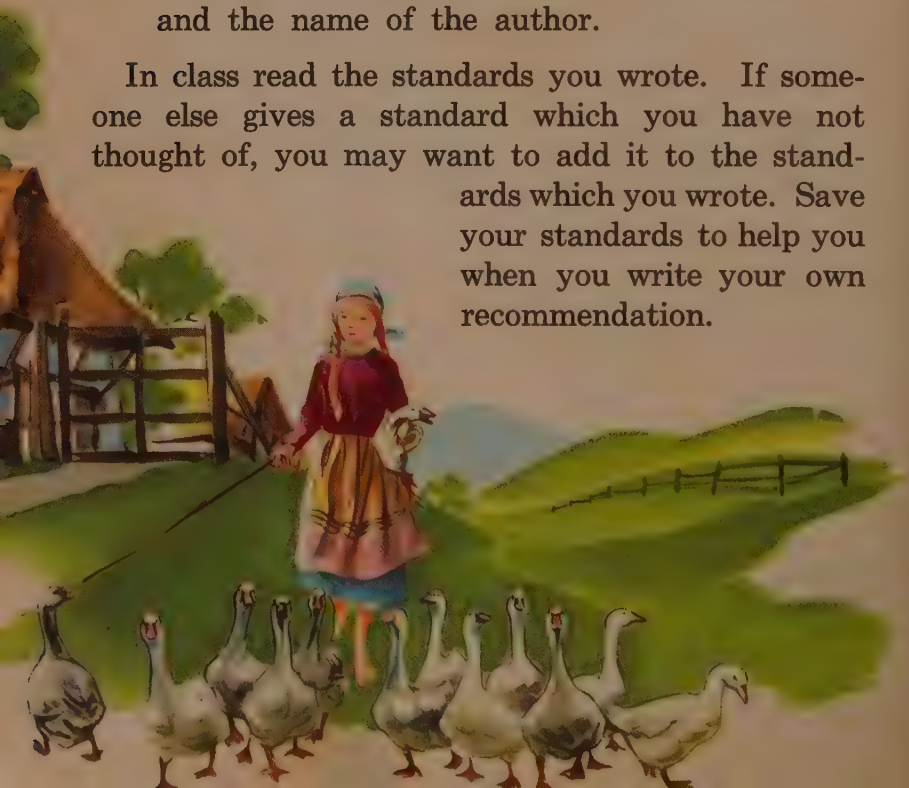
How can you interest other people in a book which you enjoy? Can you tell what kind of a book you are recommending? Can you read or tell a short, interesting part of the book? Will it interest others in your book if you show pictures from the book?

Why should you always give the name of the author and the title of the book? Why should you be careful not to tell too much of the story?

Write four or five standards that might help you to recommend a book. Your first standard might be:

1. Be sure to give the title of the book and the name of the author.

In class read the standards you wrote. If someone else gives a standard which you have not thought of, you may want to add it to the standards which you wrote. Save your standards to help you when you write your own recommendation.



Recommending a book . . (Study and oral work)

Study the pictures in this unit. Do they look like the places in which some of your book friends live? Of what books do they remind you?

Draw a picture to show the kind of country in which one of your book friends lives. Plan a recommendation to go with your picture.

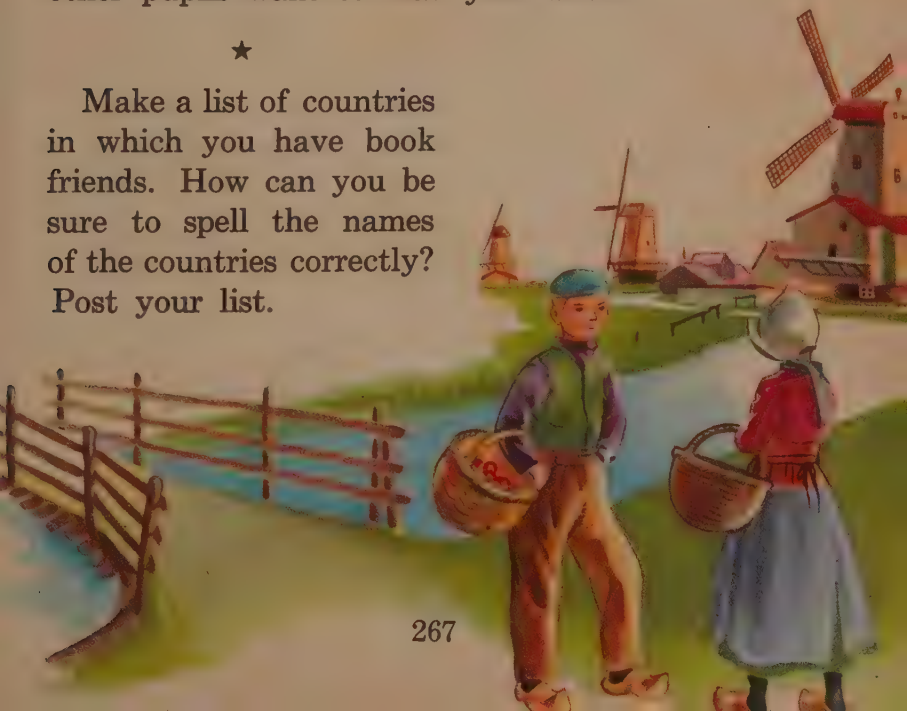
Choose a partner and practice giving the recommendation which you planned. Speak in a clear, pleasant voice. Try to use interesting words.

You can show your pictures as you give your recommendations in class. Look at your audience and not at the pictures as you talk.

Did you give a good recommendation? Do the other pupils want to read your book?



Make a list of countries in which you have book friends. How can you be sure to spell the names of the countries correctly? Post your list.



Underlining titles (Study and writing)

Do you ever write to your friends about books you have read? Read the following sentences:

1. If you like funny stories about animals that think and talk, read *Dr. Dolittle* by Hugh Lofting.

2. One of the best books I have ever read is *The Magic Fishbone* by Charles Dickens.

How is the name of the book written in the first sentence? How is it written in the second sentence? We call this kind of print *italics*. You cannot make italics in your own handwriting. When you want to write words which are printed in italics, you underline the words.

Notice how the following is written:

Cornelia Meigs wrote *The Willow Whistle*.

Cornelia Meigs wrote *The Willow Whistle*.

Whenever you mention a book in your writing, remember these two things:

1. Write the title correctly.

2. Underline the title so that the reader will know it is the name of the book.

Read the sentences below. Find the book titles in each sentence. Then copy the sentences, writing the titles correctly.

1. winnie the pooh is a funny book.
2. Hans Andersen wrote the ugly duckling.
3. silver pennies is a book of poems.
4. Andrew Lang wrote the blue fairy book.

Your teacher will check your papers. Take Practice III on page 279 if you made any mistakes.



Find the names of several authors who write books that you like. Tell the names to the class.

Saying words clearly . . . (Study and oral work)

Sometimes we make mistakes in saying words by adding sounds that are not needed.

Below are four sentences taken from book recommendations. Read the sentences to yourself. Be sure to say **once**, not *oncet*. Don't sound the t in **often**.

1. This little girl lived **across** the sea.
2. **Once** she was going to market.
3. Brownie **often** played tricks.
4. **Twice** the children lost their way.

In class take turns giving sentences using the words below.

across once often twice

Making a class map . . . (Study and discussion)

Now that you have made many new book friends, why don't you make a book map to show where they all live? What committees will be

needed to make the map? Your map may be somewhat like the one on pages 260-261. Get a large map of the world. Perhaps you can copy one from an atlas or from a wall map.

Draw and color small pictures of book children to put on your map. Number the pictures and write the same numbers on a sheet of paper. Beside each number on your paper write the title of the book which tells about the book friend on the map. Post the paper with the map.

Boys and girls in other classes may be interested in your map. You might hang the map in the hall so that others may see it. Different pupils may take turns telling about the map before and after school. Discuss in class what you might say.

As you read more books, you can add new friends to your book map.



Writing the name of a people or a country (Study and writing)

You will need to write the names of certain countries, and the names of people of those countries for your map. How can you be sure to spell these names correctly? Notice the following:

<i>Country</i>	<i>People</i>
China	Chinese
France	French
Canada	Canadians

With what kind of letter do the names above begin? Write these sentences, using capitals where they are needed:

1. Many folk tales come from germany, norway, sweden, and russia.

2. Little Pear was a boy of china.

3. We read a story about a swiss boy.

4. Many french people live in canada.

Read your sentences in class. Did you use capitals correctly? There is practice on page 280.



Using words correctly . . (Study and oral work)

Sometimes a whole talk or a story may be spoiled if we use words which are not correct. People sometimes use wrong forms for these words: **hers, his, yours, you, himself, and themselves.**

There are no such words as *hern, yourn, youse, hisself, and theirselves.*

Think of sentences using the correct words above. Take part of your class time to give your sentences. Do you need to take Practice IV on page 279?



Make a list of five books you would like to have for your own. Perhaps you would like to exchange lists with someone else.

Writing a book recommendation . . (Written)

Each pupil in your class might write a recommendation for a book which he likes especially well. If the recommendations are kept in a file or in a notebook, you will be able to find out about books which you may like to read.

Write a recommendation of your favorite book. A question may help to make your recommendation interesting. Remember to give the name of the author and to underline the title.

If you are interested in book recommendations, you may enjoy those on page 277.

Reading your recommendation (Oral)

Take turns reading your recommendations in class. As you listen to the recommendations, ask yourself these questions:

Did the speaker make me want to read the book? How did he do this?

Dictation Exercise VIII

Study the book recommendation below until you can write it without a mistake. Your teacher will read it to you. Notice the title of the recommendation. How will you write the words which are written in italics? Notice where capital letters are used in the recommendation. Remember the exclamation point.

A Winter Picnic

The children in *A Day on Skates* by Hilda Van Stockum enjoyed a winter picnic. They even ate snow pancakes! The whole book tells about things that happened one picnic day in winter.

(Your name)

If you made mistakes in writing this recommendation, find on pages 278-281 the practice that you need.





Activities to Plan and Do

1. Plan to tell your family about a good book. How will you interest your family in this book?

2. Make a book map which you can take home. As you read books at home, add to your map.

3. Take a class trip to a library near you. What plans will you have to make before you go? Perhaps the librarian will show you books about children of other lands.

4. Plan an assembly program about a topic you are studying in school. You might have a program about your favorite books. Could you dramatize a scene from a book your class likes?





What parts of *Pinocchio* do you like best? Do you like the part where Pinocchio gets his ABC book? Do you like the part where the dogfish swallows him?

Could you make a movie of *Pinocchio*? The pictures on these pages may help you.



How Much Have You Grown?

Do you think you have grown a great deal since you last measured yourself? This lesson will help you to see in what ways you have improved. Read and discuss the questions below.

1. Have you learned how to look up material and make a report to the class? What helps have you learned for making a good report?

2. Are you keeping up your little dictionary of new words?

3. What points have you learned to help you make a talk interesting?

4. Can you get up before a group and make an announcement so that everyone understands you easily? How can you make sure that your announcement is clear?

5. Are you able to tell a joke well? What helps have you learned for telling a joke?

6. Do you enjoy reading books more than you did a year ago? What books have you read during the last month? In what ways can you interest other people in a book that you like?



7. At the beginning of the year you made a language folder. You listed skills on which you needed to work. Take time now to check those skills. In what way have you improved most?

Are there new skills on which you want to work? Put a list of these skills in your language folder so that you won't forget them.

Have You Read These Books?

Are You Afraid of Tigers?

Grandpa was a jolly fat man. One day he was sitting in the big chair with the big red handkerchief over his head, and what do you suppose? Grandpa saw a tiger coming out of the bushes. He dropped his handkerchief and ran as fast as he could. What do you think happened to Grandpa? Read *Grandpa and the Tiger* by Constance Howard and you will find out.

Wilma Larew

Pioneer Boys

The boys in this story were not supposed to play on Sunday. One Sunday they took their sled out while their father was sleeping. The sled ran right into a big black pig and picked him up. The pig squealed. The boys squealed later. You can guess why. Read *Little House in the Big Woods* by Laura Wilder if you like pioneer stories.

Robert Johnson

Practice and Review Exercises

Have you been improving in language lately? Look at the exercises on the next pages to see if you need the practice they give.

Practice I—Finding Sentences

Decide how many sentences there are in each example below. Write the sentences correctly.

1. do you like to cook perhaps you could help me make some cookies.
2. Helen saw a man who was lame.
3. Larry collects stamps he has over three hundred now.
4. please come to our program it will be in the music room.
5. after the storm the trees looked fresh and green.

Practice II—Writing Sentences

Some of the examples below are sentences and some are sentence fragments. Pick out the sentences. Write them.

Then write a sentence for each of the sentence fragments.

1. whenever there is a thunder-shower
2. who thought of that trick
3. bees, wasps, and ants
4. it will be late when we get home
5. trying his best to hit a home run

Practice III—Writing Book Titles

Copy the sentences below, correcting the mistakes. How will you write the titles of books?

1. Have you read the book grandmother's cooky jar?

2. A good book for boys is the wonderful locomotive.

3. the little house on wheels is a good book for girls.

Practice IV—Using **Himself** and **Themselves**

Choose the correct word for each sentence below. Read the sentences aloud.

1. John drew the pictures (hissself, himself).

2. The children cut out the pictures by (themselves, theirselves).

3. Did he hurt (himself, hissself)?

4. Four pupils can chin (themselves, theirselves) now.

Practice V—Punctuating Sentences

Find the statements, questions, and exclamations in the sentences below. Copy the sentences, using the right punctuation.

1. What a hot day this is

2. Do you like colored pictures

3. See how that girl can swim

4. What movie star is your favorite

5. A spider is not an insect

Practice VI—Writing Headings

Are you writing the heading for your papers correctly? Write a heading for each of these: A geography lesson, a reading lesson, a science test.

Review A—Using Quotation Marks

Copy the following conversation just as it is written. Don't forget the quotation marks and all the other marks of punctuation.

Indent each part of the conversation.

"This looks like a very old pillow," said Billy.

"All the pieces in the cover are from your grandmother's dresses," said his mother.

Billy laughed and said, "No wonder it looks old to me."

Review B—Using Capital Letters

In each sentence below there are words to be capitalized. Copy each sentence, putting in all the capital letters needed. Tell your teacher why you used the capital letters in each sentence.

1. the bird club will meet today.
2. have you read *little dog toby* by rachel field?
3. my home is in topeka, kansas.
4. easter sunday comes in march or april.
5. is valentine day in february?
6. john met a swedish girl and a german boy in mexico.

Review C—Writing a Paragraph

Write these sentences correctly in a paragraph.

the dog and pony show

Father took me to a dog and pony show
the dogs did all kinds of tricks they rode
on the backs of the ponies some of the dogs
were dressed in clothes

Review D—Using Words Correctly

Copy these sentences, correcting any words that are wrong:

1. Ethel hasn't no arithmetic book.
2. There is five dimes in my bank.
3. Have you ate your breakfast?
4. The train will leave in an hour.
5. Will you leave me go with you?
6. There are two children absent today.
7. That song sure is pretty.
8. Will you please let me come in?

Review E—Using Interesting Words

Rewrite the following paragraph. Use other words in place of the word that is overworked.

A Book I Like

The Little Wooden Doll by Margery Bianco is a nice book. It has nice pictures in it. The doll has many adventures. Once she is nearly swallowed by a cow. She has many nice times, too.

Unit 10

Trips and Travels



Taking a Trip

Talking about places to visit . . . (Conversation)

What places near you do you like to visit? Are there interesting spots that you can reach by walking? Are there places to which you sometimes take an automobile ride? Is there an interesting spot that you can reach by bicycle?

Do you ever go to any of these places: movies, museums, libraries, famous public buildings, playgrounds, picnic groves, summer cottages, or places along a river or a lake? The pictures in this unit may suggest places that you can visit.

What places in your neighborhood would you like to show to a visitor?





Planning a trip (Discussion)

Has your class taken many trips this year? Where have you gone? Have you taken science trips? Have you been to the library? Has your class had a visit to a park?

Decide what place your class might visit. You may decide to take a trip to the library to make a list of books which you want to read during the summer. If you are going to have a class picnic at the end of the year, you might plan for that.

Make plans for your trip now. The lesson on page 109 will help you. Take your trip when you are ready.

Writing common abbreviations (Study and writing)

One group of pupils planned an all-day visit to a park. They chose committees to take care of

each part of their plans. The lunch committee made a list of the food which would be needed. Below is part of their list.

12 qt. milk
3 doz. rolls
1 lb. butter

Do you know the abbreviations for common words like *quart* or *pound*? Take time to learn them now. You will use these abbreviations often when you are making a list of things which you must buy at the store.

pt. means *pint* or *pints*
qt. means *quart* or *quarts*
gal. means *gallon* or *gallons*
bu. means *bushel* or *bushels*
lb. means *pound* or *pounds*
ft. means *foot* or *feet*
in. means *inch* or *inches*
yd. means *yard* or *yards*

With what kind of letter do these abbreviations begin? What mark do you find after each one?

If you copy these abbreviations now, you will remember them more easily. Your teacher may test you on them in class. She may give the words and let you write the abbreviations on your papers or on the blackboard. Take Practice VI on page 308 if you need it.

Being courteous in public . (Study and writing)

Public places such as parks, bathing beaches, or picnic spots belong to everyone. Do you do your share to keep these places neat and attractive?

Read the points below. Decide what you would do about each one.

1. How you can keep buildings clean and neat

2. What you should do if you find rubbish or paper that other people have left

3. What you should do if you want to build a fire in a park

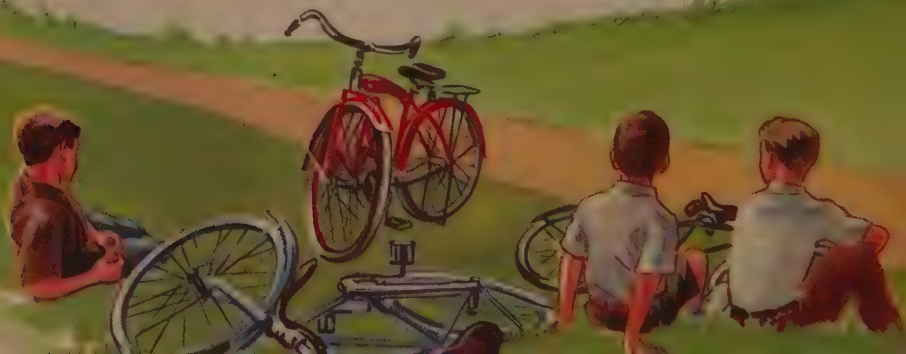
4. What you can do to protect flowers, lawns, and trees

5. What you should do after a picnic

6. How you can keep streams and bathing pools clean

Write rules which will help you to remember how you should act in a public place. Perhaps you can make a poster to go with your rules.

The class may discuss these rules before you take your trip. Would you like to take your rules home and discuss them with your family?



Giving Talks

Studying an outline . . . (Study and oral work)

You have learned that one way to have a good story or talk is to organize what you are going to say. An outline will often help you to organize a report. Would the outline below help you to give a talk about your trip? Read it.

My Visit to Maple Glen Park

- I. Facts about the park
 - A. Where it is
 - B. How large it is
 - C. How the park got its name
- II. What we did to have a good time
 - A. Things I saw
 - B. Our picnic
 - C. My adventure

Now answer these questions:

What are the two main points in the outline? Read them. How many topics do you find under the first main point? The topics under the main point are called *sub-points*. Each sub-point is just a part of the main point. Read the sub-points under "Facts about the park." Read the sub-points under "What we did to have a good time."

What kind of a letter sets off the sub-points? Where are the sub-points written? What mark comes after each letter which sets off a sub-point?

Copying an outline (Written)

Copy the outline given on page 287. This copying will help you to remember how to place an outline neatly on your paper.

Making an outline for a talk (Study and writing)

Where did your class visit on your trip? Why is it an interesting place to visit? What did you do there to have a good time?

If you did not take a trip with your class, think of a place which you have visited with your family or with your friends. You may have been to a zoo, an old fort, a famous monument, or a fish hatchery. Maybe you have gone to a Sunday-school picnic, or taken a boat trip to a camping spot. You may have visited a national park.



F.M.C.A.

What can you tell about a place that you have visited? Plan an outline for a talk which you can give. What will the main points be? What will the sub-points be?

Write your outline. Check it for correctness by looking at the outline on page 287. Did you place the outline well on your paper?

Use your outline as you practice your talk. Do not memorize your talk.

Giving your talk (Oral)

Take turns giving your talks. These standards will help you:

1. Know what you are talking about.
2. Organize your talk well.
3. Use interesting picture and action words.

Did anyone give a talk so interesting that you want to take the trip which he described?



Using words correctly . (Written and oral work)

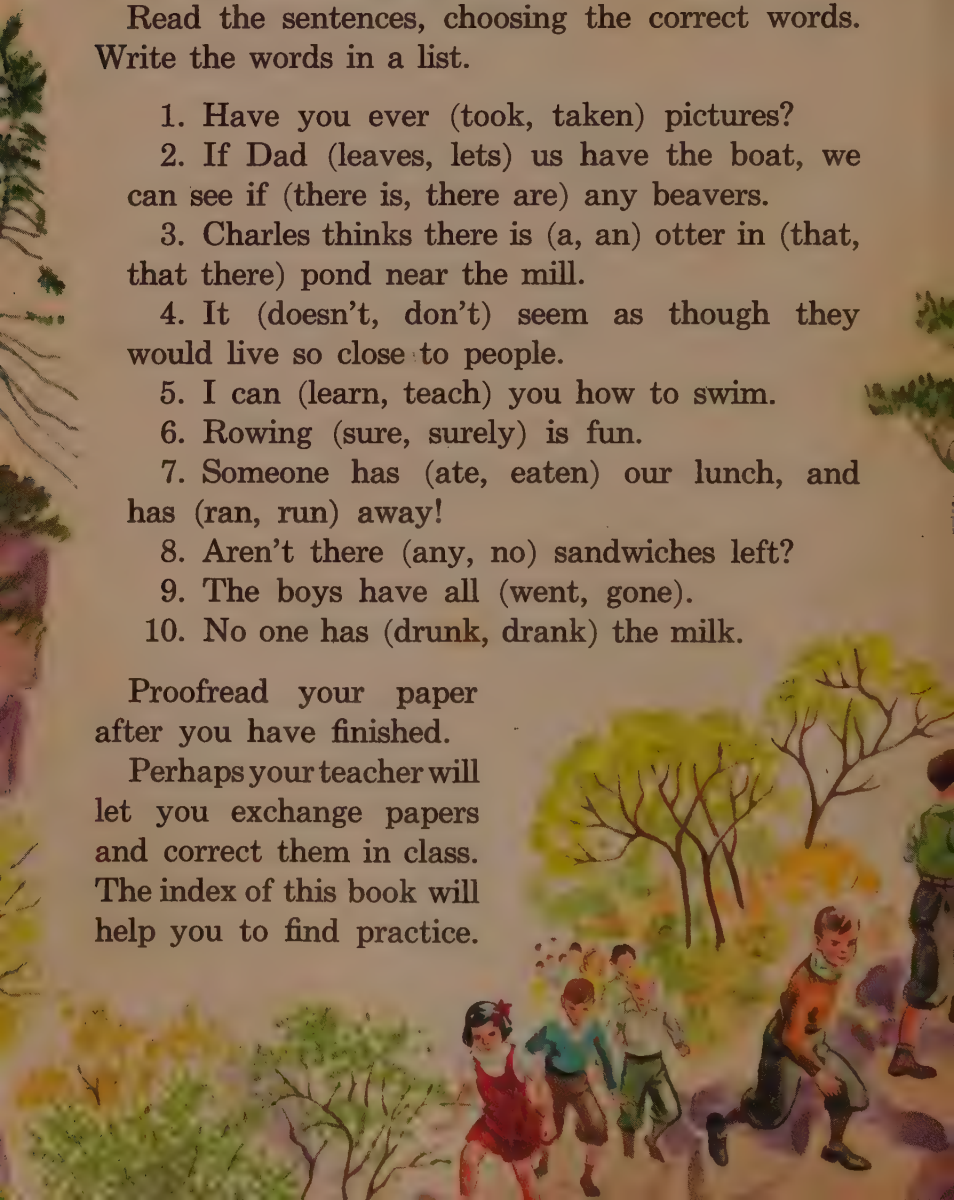
Did you hear sentences like the ones below in the talks that the pupils gave?

Read the sentences, choosing the correct words. Write the words in a list.

1. Have you ever (took, taken) pictures?
2. If Dad (leaves, lets) us have the boat, we can see if (there is, there are) any beavers.
3. Charles thinks there is (a, an) otter in (that, that there) pond near the mill.
4. It (doesn't, don't) seem as though they would live so close to people.
5. I can (learn, teach) you how to swim.
6. Rowing (sure, surely) is fun.
7. Someone has (ate, eaten) our lunch, and has (ran, run) away!
8. Aren't there (any, no) sandwiches left?
9. The boys have all (went, gone).
10. No one has (drunk, drank) the milk.

Proofread your paper after you have finished.

Perhaps your teacher will let you exchange papers and correct them in class. The index of this book will help you to find practice.





Writing a Business Letter

Planning a business letter
 (Study with your teacher)

Where can you find information about parks, forests, or other places of interest in your state? Is there a section about your state in your geography textbook? A list of state parks and other interesting places will be found on a state road map. You may write a letter asking for information.

Below is a letter which one group of pupils wrote.
Read the letter.

Central School
Cody, Nebraska
May 1, 19--

Game, Forestation, and Parks
State Capitol Building
Lincoln, Nebraska

Dear Sirs:

We are studying about the
parks of Nebraska. We should ap-
preciate it if you would send us
any information on pictures
which will help us with
our study.

Yours truly,
Pupils of Room 42

Find the address which is just above the greeting of the letter. Read it. We call this the *inside address*. You do not find an inside address in a friendly letter. Whenever you write a business letter, always write the inside address above the greeting.

Read the greeting. You may use that kind of a greeting because you do not usually know the person to whom you write a business letter. Look at the punctuation mark which follows the greeting. This mark (:) is called a *colon*. A colon is usually used after the greeting in a business letter.

Read the closing of the letter. This is a good closing to use when writing a business letter.

Do you need some information in your science work or in your social studies? In class plan a business letter which your class needs to write. If you are studying parks, you may write the department that has charge of parks in your own state. Be sure to have the correct title of the department or firm. Your teacher will write the letter on the board. Tell her what to say. Make your letter brief and courteous.



Find in this book a sentence in which the word *too* means "also." Copy the sentence. Show it to the class.



Copying a business letter (Written)

Make a copy of the business letter which is on the board. Then ask yourself these questions:

1. Is my letter placed well on the paper?
2. Is it neat and easy to read?
3. Did I use capitals and punctuation correctly in each of the following parts:
heading, inside address, greeting, body,
closing, signature?

The teacher will choose a good copy to send. Some pupil may address the envelope. Check the address and return address with the copy on page 76. Do you need Review E, on page 311?



Look up *National Parks* in the index of a geography of the United States. Read the pages which tell about parks. Pick out three interesting facts to tell the class.



Reporting Trips

Listing places of interest . (Written and oral)

Why is it a good thing to know about interesting places in your state? Does it help you in answering questions which visitors may ask? Do you talk about your trips in conversations with your friends? Can a story about your travels make your letters interesting?

You will find it helpful to know the names of interesting spots in your state, and the counties in which they are found. You will be more likely to remember where these places are if you make a list of them. Write the names of at least four interesting places which you have visited or which you know about. You may begin your list this way:

Turkey Run State Park, Fountain County

Be sure to write each name correctly. You may find the spelling of the names on a state map.

Read your lists in class. Does anyone mention a place about which you have not heard before?



Writing proper names . . . (Study and writing)

If you made a list of all the interesting places which you have visited, you might have names like the ones below.

- | | |
|-----------------|-----------------------------|
| 1. Mammoth Cave | 5. Hiawatha National Forest |
| 2. Eagle Harbor | 6. Rocky Mountains |
| 3. Deer Creek | 7. Sandy Cove Bathing Beach |
| 4. Pike's Peak | 8. Zion Canyon |

Notice where capital letters are used in the names above. Each word in the list is written with a capital letter because it is part of the name of a certain place.

The name of a certain person, place, or thing is called a *proper name*. You have already learned to use capital letters for such proper names as your own name, the names of streets, the name of a school, the name of a town or a state, and the name of a country.

Now copy the proper names below, using capital letters where they are needed.

- | | |
|------------------------|-------------------|
| 1. bar harbor | 5. turkey harbor |
| 2. green mountains | 6. cypress river |
| 3. wild cat state park | 7. indian ocean |
| 4. marshall county | 8. riverview park |

Add to your list the names of two other places which you know about. Give your list to your teacher. Do you need Practice VII on page 308?

Using a map in giving an explanation (Study and oral work)

What places of interest have you visited in your state? Have you been to the state fair? Have you visited the capital? Have you been to a state park or a state fire-tower?

Could you tell the other pupils how to get to the place which you visited? Study a state map carefully. Find the place that you wish to tell about. Notice the roads or routes you might use to reach that place. Plan an explanation, using the map to tell others how to reach the spot you visited. Make your explanation clear. The standards on page 70 will help you.

Give your explanation in class. Trace the route of your visit on the map. Perhaps two pupils could hold the map for you as you point to it with a ruler or pointer. Where will you stand so that others can see the map as you talk?

Which trip sounds most interesting to you? Listen for information which will help you to plan a trip with your family.



Plan to tell your family something which you have learned about interesting places in your state. Perhaps your parents will tell you information about places they have seen. You can report this information in class.



Improving sentences . (Study with your teacher)

Below is a report one girl wrote about a trip she had taken. Read it.

Marquette State Park

I saw Marquette State Park. It is on the shore of Lake Superior. It is in Marquette County. It is on a piece of land which is almost an island. It has a beautiful road which runs along the edge of the lake.

There are some beautiful spots for picnics in the park. There are many deer in the woods. They come to be fed at sunset and other animals are kept in cages in the park.

Could you make a better beginning sentence for the report above? What would you say?

Find four sentences in the first paragraph which begin with "It." How could you improve them?



Could you put the second and third sentences together to make one sentence?

Would it help to begin the fourth sentence with "The park"? Read it that way.

Study the sentence, "It has a beautiful road which runs along the edge of the lake." Could you begin this sentence with "A beautiful road" or "Along the edge of the lake"? What would you say?

Find the two sentences in the second paragraph which begin with the same words. Could you begin the first one with "In the park"? Read it that way.

Do you notice that the last sentence has two thoughts in it? Make two sentences of it. Give them.

Rewriting a report (Written)

Rewrite the report about Marquette State Park. Improve the report by doing these things: (1) Use a good beginning sentence, (2) change the sentences so that they do not all begin in the same way, and (3) make two sentences of the run-on sentence.

Read your report in class. Does it sound better than the one on page 298?

Saying words clearly (Oral)

One group of pupils wrote letters about a trip they had taken. The teacher put on the board the following sentences from their reports. Read the sentences. See if you can find the mistakes.

1. We had a good time on are hike.
2. Bob and I walked faster then the others.
3. We could of walked all the way to Dover.

What word is wrong in the first sentence? What should have been used instead of *are*? What word should have been used instead of *then* in the second sentence? What is wrong with *could of* in the third sentence? Practice saying these words to yourself:

are (rhymes with far)
our (rhymes with sour)
then (rhymes with when)
than (rhymes with pan)
must have, not *must of*

Do you see that saying words clearly can help to improve the spelling and the use of words in your written work?

Take turns using the words above in sentences. Make sentences for these words, too:

must have	might have	may have
could have	should have	would have

Take Practice IV, page 308, if you need it.

Writing a report (Written)

Write a report of a place that you have visited. Organize your report. Can you make your sentences as good as the ones you wrote about Marquette State Park?

How can you use the information you have written in your report? Can you use it in writing a letter to a friend? Would your parents find it interesting to read?

Dictation Exercise IX

Study the following business letter until you can write it without a mistake as your teacher reads it to you. Study the inside address very carefully.

Lee School
Baltimore, Maryland
May 15, 19—

Chamber of Commerce
1321 Fourth Street
Baltimore, Maryland

Dear Sirs:

In our school we are studying about the parks of our city. Do you have a booklet that tells about our parks? Can you tell us about any booklets that will help us?

We thank you very much for your trouble.

Yours truly,
Pupils of Room 42

Activities to Plan and Do

1. Is there someone near your school who has taken movies of his travels? Would he show the pictures to your class? Write a letter asking if your class may see the movies.

2. Make a file for pictures of parks. List the names of the parks alphabetically. Use your pictures as you study.

3. Discuss with your teacher ways in which you can help clean up your room at the end of a year. Perhaps you can file pictures, mend books, or clean the aquarium. Make a list of the things which need to be done in your room. Choose committees to take care of each part of the work.



4. Have you ever heard a radio program about parks or about other interesting places to visit? Plan a play radio program telling what you have learned in your social studies.

Can you jump the rope?



Self-Checking Test Number Five

Head your paper correctly for this test.

1.

In the sentence below find the words that should be written with capitals. Write the words correctly.

Some chinese boys go to school in england.

Did you choose the name of a people? Did you choose the name of a country? Did you begin the words with capitals? (Score 3)

2.

Write the abbreviations below correctly.

3 lb

6 ft

4 oz

1 bu

Did you begin each abbreviation with a small letter? Did you put a period after each abbreviation? (Score 2)

3.

Copy correctly the greeting that you would use in a business letter.

dear friend

dear sirs

Did you choose the second greeting? Did you use two capital letters? Did you place a colon after the greeting? (Score 3)

4.

Copy correctly the closing that you would use in a business letter.

with love your friend yours truly

Did you choose the last closing? Did you begin only the first word with a capital letter? Did you put a comma after the closing? (Score 3)

5.

Write this sentence correctly:

My favorite book is silver pennies.

Did you use capital letters for the title of the book? Did you underline the title? Did you write the sentence correctly? (Score 3)

6.

Choose the correct word to use in each of the sentences below. Write the words on your paper.

- a. We take good care of (are, our) books.
- b. Jack can jump farther (then, than) I can.

Did you choose the word that rhymes with “sour”? Did you choose the word that rhymes with “pan”? (Score 2)

7.

Find the wrong words in the sentences below. After the number 7 write the word which should have been used in each sentence.

The boys made this whistle theirselves.
Ben cut hissself on the tin can.

Did you write “themselves” in the first sentence? Did you choose “himself” in the second? (Score 2)

8.

Find the names below which are not written correctly. Write them correctly.

- a. Hudson River
- b. bay county
- c. Rocky mountains
- d. Colorado State Park

Did you correct the names after “b” and after “c”? Did you remember that words are written with capital letters when they are a part of a name? (Score 2)

Copy correctly the outline below.

My Trip

- I. On the boat
 - A. The boat itself
 - B. Fun on the boat
- II. In the city
 - A. The trip to the fort
 - B. The picnic
- III. On the train
 - A. The train itself
 - B. Supper on the train

Did you write the title correctly? Did you put periods after the Roman numbers? Did you keep the periods in a straight line under each other? Did you place the letters for the sub-points correctly? Did you put a period after each letter in your sub-points? Did you begin your topics with capital letters? Did you remember not to put periods after topics? (Score 7)

How Did You Make Out?

What was your score? A perfect score is 27. If you made any mistakes, correct them. Which exercises on pages 307-311 do you need?

Practice and Review Exercises

This is the last set of practice and review exercises in your book. Would you like to see how well you can do each one of these exercises?

Practice I—Writing Greetings

Write correctly the greetings below which you might use for business letters. Which words need capitals? What mark of punctuation comes after the greeting?

dear friend
gentlemen

dear sir
dear charles

Practice II—Writing Closings

Write correctly the closings below which you might use for business letters. Which words need capitals? What mark comes after the closing?

with love
very truly yours

yours truly
your friend

Practice III—Writing Titles in Sentences

Copy the sentences below as they should be written. How will you show the titles of books?

1. Have you read *Bambi* by Felix Salten?
2. My favorite poem is in the book called *Poems of Today*.
3. Jack received a copy of *Pinnocchio* for Christmas.
4. *Hexapod Stories* is a book about insects.

Practice IV

Using **Are** and **Our**, **Then** and **Than**

Write two sentences for each of these words: **are**, **our**, **then**, and **than**. You will have eight sentences. Ask someone to listen as you read the sentences. Pronounce every word distinctly.

Practice V—Writing Names

In the sentences below find the words that need capitals. Write these words in a list.

1. Bill visited a swedish school.
2. The swiss boy had two cousins in italy.
3. The dutch sailors were eager to return to holland.

Practice VI—Writing Abbreviations

Write the abbreviations for each of the words below. Look at page 285 if you need to.

- | | | |
|----------|-----------|-----------|
| 1. pint | 4. quarts | 7. dozen |
| 2. yard | 5. foot | 8. bushel |
| 3. pound | 6. inches | 9. gallon |

Practice VII—Writing Proper Names

Write the following proper names correctly:

- | | |
|------------------|-------------------|
| green mountains | carlsbad caverns |
| page county | great salt lake |
| hyde park school | baker art museum |
| armour avenue | itasca state park |

Practice VIII—Copying an Outline

Copy the outline below. Be sure to place the numbers and letters correctly.

My Pet Dog

- I. What he looks like
 - A. His hair
 - B. His color
 - C. His size
- II. What I have taught him
 - A. His manners
 - B. His tricks

Review A—Correcting Mistakes in Sentences

In the sentences below there are mistakes in capitalization, punctuation, and underlining. The number of mistakes in each sentence is given after each sentence. Try to correct every mistake as you copy the sentences.

- 1. Boga the Elephant is a good book (2)
- 2. I havent seen bills new baseball suit (4)
- 3. i was in madison wisconsin last march (6)
- 4. our aunts address is 364 fourth street (5)
- 5. will you please go to the store for me? asked mother (5)
- 6. what a good time we had (2)
- 7. when the white men came they drove out the indians (4)

Review B—Using Words Correctly

Find the mistakes in the sentences below. Copy the words correctly. Take turns using the words in sentences.

1. Jack mended this book hisself.
2. There is nine boys on our ball team.
3. We haven't no catcher's mask.
4. Have you drank three glasses of water?
5. They have took pictures of our exhibit.
6. There books are always kept clean.
7. Won't you learn me to play tennis?
8. The teacher has went home.
9. Please give me that there pencil.
10. Our team sure is good.
11. I run until I was out of breath.
12. Jean gave the teacher a orange.
13. Have you ever ate eggplant?
14. My father will not leave me stay late.
15. Don't that boy have a fine, straight back?
16. The children helped theirselves to candy.

Review C—Making an Outline

Make an outline for a talk on the subject, "Saving Our Parks." Where will you write the title of the outline? The first topic is given below. Finish the outline.

- I. Putting out fires
- II.
- III.
- IV.

Review D—Writing a Friendly Letter

Write a friendly letter to someone you know. The suggestions below may help you.

1. Write a "thank you" letter.
2. Ask a friend to visit you for a week or two this summer.
3. Write a letter to a sick friend.
4. Write a letter to your teacher telling her what you especially enjoyed this year.

Check your letter by the one on page 74.

Review E—Writing a Business Letter

Copy the following business letter. Try to have a perfect copy.

Washington School
Butte, Montana
April 15, 19—

Junior Literary Guild
14 West 49th Street
New York
New York

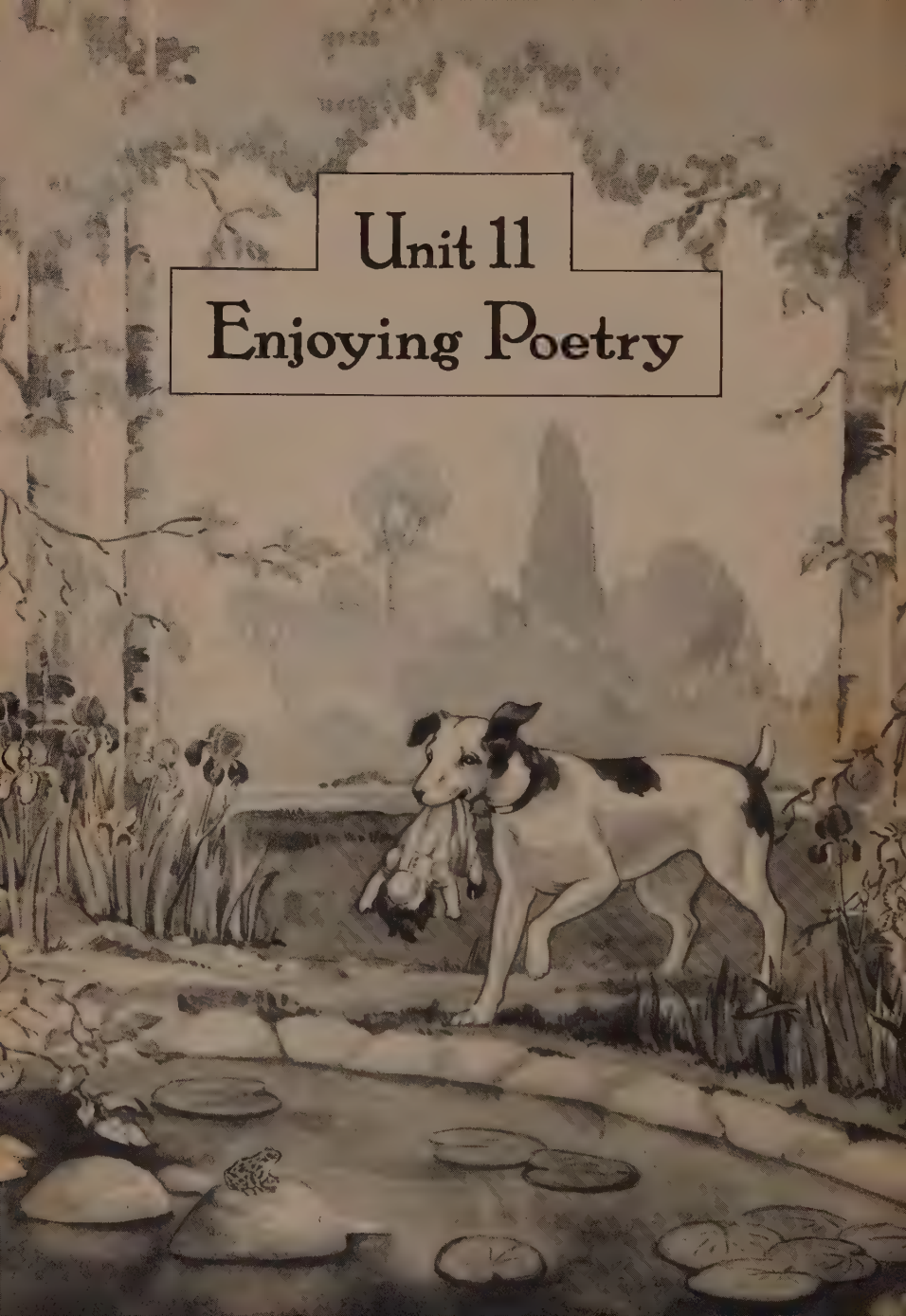
Dear Sirs: _____

Please send me a copy of *Young Wings* for April of this year. I am enclosing ten cents to pay for the magazine.

Yours truly,
(Your name)

Unit 11

Enjoying Poetry



Enjoying Poetry with Others

Reading poetry with your teacher
 (Conversation and listening)

During the year you have enjoyed reading poetry together. What poems did you like best? Is there one kind of poem that you liked especially well?

You will like the poems in this unit because they will make you think of experiences that you have had.

Listen as your teacher reads the poem "The Buccaneer." A buccaneer is a kind of pirate thief. Have you ever had a mischievous puppy like Danny, the buccaneer, in the poem below?

The Buccaneer

Danny was a rascal,
 Danny was a scamp;
He carried off a lady doll
 And left her in the damp.

He took her off on Monday;
 On Wednesday in he came
And dumped her gaily on the floor
 Without a bit of shame.

He was not sad or humble,
 He begged nobody's pardon;
He merely barked: "A lady doll
 I found out in the garden!"

Nancy Byrd Turner





One of the best times in any summer is circus day. As your teacher reads the next poem to you, listen to see if you have had the same experiences as those of the children in the poem.

The Circus

Friday came and the circus was there,
And Mother said that the twins and I
And Charles and Clarence and all of us
Could go out and see the parade go by.

And there were wagons with pictures on
And you never could guess what they had inside,
Nobody could guess, for the doors were shut,
And there was a dog that a monkey could ride.

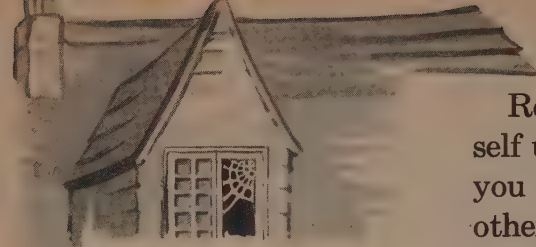


A man on the top of a sort of cart
Was clapping his hands, and making a talk.
And the elephant came—he can step pretty far—
It made us laugh to see him walk.

Three beautiful ladies came riding by,
And each one had on a golden dress,
And each one had a golden whip.
They were the queens of Sheba, I guess.

A big wild man was in his cage,
And he had snakes going over his feet
And somebody said, "He eats them alive!"
But I didn't see him eat.

Elizabeth Madox Roberts



Read this poem to yourself until you are sure that you can read it well. The other pupils will close their books and listen to you.

What do you do on rainy days when you have to stay in the house? Do you ever play make-believe games? You may have played the same game as the boys and girls in the poem below are playing. Your teacher will read the poem to you.

Fun in a Garret

We're having a lovely time today!
We're all of us up in the garret at play!
We have three houses under the eaves—
Not real, you know, but make-believes.

Two we live in, and one is a store
Where a little old screen makes a truly door.

Warren keeps store, and Joe is his clerk,
And Betty and I stay at home and work.
Joe comes round and knocks or rings,
And we order potatoes, and steaks, and things.
And sometimes we go round to the store to buy
Or send the children for ribbons or pie.

It's lots of fun—just try it some day
When it rains too hard to go out to play.

Emma C. Dowd

Do you know any poems about rainy days?

Sometimes you have to go to bed when you aren't sleepy, don't you? Do you imagine things after you have gone to bed? The next poem tells what one child imagined when sleep did not come.

Mother Moon
A Lie-Awake Song

The moonlight is shining
So white through my window
The moon has been walking
All night through the sky,
The way that my mother
Comes walking on tiptoe,
When I'm thinking how slowly
The dark's going by.

The Sun is the father,
The Moon is the mother,
And the stars are the children
Awake in the night.
She stoops down to kiss them
And tucks in the covers
And when she is going
She leaves them her light.

Amelia Josephine Burr

Try to read the poem
"Mother Moon" with a
swaying, or rockabye,
rhythm, but without sing-
songing the words.



Writing a poem (Oral and written)

Do you remember any interesting sounds you heard at the circus? Did the elephants trumpet? Did the lions roar? Do you remember the grunt that the hippopotamus made when he slid down into the water? Did you hear the monkeys chattering? Do you remember the little soft sound that the baby camel made?

Did you see the tiger as she walked swiftly back and forth, back and forth in her cage? Do you remember the quick, startled look of the zebra?



How did you like the funny clowns? Did you hold your breath when the acrobats flew from one swinging bar to another? Do you remember the graceful dancing horses, and the way they bowed to the audience when they finished?

Could you make a poem of your own? Try it. Perhaps the following lines will give you a start:

See the jolly tumbling clown

Hurrah for the elephants
Towering and strong!

Read the lines to yourself to get the rhythm. Make the next lines fit the thought and the rhythm of the first lines.



Checking Your Handwriting

Below is a sample of good handwriting. Look at it carefully.

*My father took Jack Kelly
and me to the circus. We saw
the clowns.*

Study the questions and the examples below. They show ways in which you may be able to improve your writing.

1. Do all the letters slant the same way?

This: *My father took Jack Kelly*

Not this: *My father took Jack Kelly*

2. Does each letter rest on the line?

This: *My father took Jack Kelly*

Not this: *My father took Jack Kelly*

3. Are the capitals and the tall letters the same height?

This: My father took Jack Kelly

Not this: My father took Jack Kelly

4. Are the tops of the short letters even?

This: My father took Jack Kelly

Not this: My father took Jack Kelly

5. Are the letters well-made?

This:

My father took Jack Kelly
and me to the circus. We saw
the clowns.

Not this:

Mý fäthür töök Jack Këllý
änd mē tō thē cīcus. Wē sāv
thē clōwns.

6. Are the letters and words spaced so that they are not crowded?

This: My father took Jack Kelly

Not this: Myfathertook Jack Kellyandmetothecircus Wesaidtheclowns

7. Is the writing a good size?

This: My father took Jack Kelly

Not this: My father father took Jack Kelly

Is your handwriting as good as the sample on page 320? Take a paper you have written. Check it by the seven questions above.

Manuscript Writing

If you use manuscript writing, these same questions will help you check your writing. Below is a sample of good manuscript writing.

My father took Jack Kelly
and me to the circus We saw
the clowns.

The Alphabet

The alphabet is shown below in two kinds of writing. Find the alphabet that shows the kind of writing you use in your school. Look carefully at each letter to see how it is made. Practice until you can write every capital letter and every small letter correctly.

Cursive Writing

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z

Manuscript Writing

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

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